**Youth for Change Sessions**

**Life Skills**

(Final outline version)

**Introduction**

*Youth for Change* is one of the 4 key areas of work for the World Scout Committee (and World Scouting) to focus until 2014 (at least).

*Youth for Change* includes topics such as Youth Involvement (one of the 7 Strategic priorities of the current Strategy for Scouting) and others which are related: Youth Participation, Youth Empowerment, Youth Engagement, Active Citizenship, Intergenerational dialogue, Advocacy, Peer Education, life skills etc

The general aim of the sessions for Youth for Change is to contribute for the implementation of the Vision of youth involvement in decision making as adopted during the 39th World Scout Conference (Brazil, 2011):

*Young people are empowered to develop their capacities for making decisions that affect their lives; and engage in decision-making in the groups and institutions in which they are involved, so that they actively contribute to creating a better world.*

The area of work is based on the idea that children and young people needs to be always in the very center of Scouting.

**Aims**

Introduce the concept of life skills and identify essential ones for active citizenship.

**Objectives**

By the end of the session participants should be able:

* To understand the concept of “life skills” and define clearly “life skills”.
* To review the life and society we prepare the young people for.
* To explore ways in which scouting can contribute to the development of life skills in young people’s life.
* To establish a list of life skills responding to society needs which could be integrated in scouting.
* To revisit Scouting’s Mission and its approach to Education
* To explore to what extent peer education can be used in Scouting’s education in order to acquire life skills
* To be aware of the role of Adult Leaders in providing support for young people’s development

To integrate life skills in Scouting’s program at a national level.

**Contents**

* Definition of Life skills
* Relevance of life skills in the future society
* Importance of peer education in order to acquire life skills in scouting
* Integration of life skills education in Scouting

**Working Method**

* Presentation
* Group work
* Game
* Audio Visual
* Discussion

**Readings and resources**

Youth involvement, Youth empowerement, *WOSM*

Tool box programme handout, *WOSM*

Get Ahead- Scouting and employability, *scout.org.uk*

Life skills,a facilitator’s guide for teenagers, *UNICEF*

Life Skills manual, *Peace Corps Information Collection and Exchange*

Training Manual on Citizenship and Life Skills, *RGNIYD*

**Participants**

* Anybody is welcomed to join this session, especially leaders in National and Local levels
* Average number is 30 participants

**When**

* Sessions will be conducted mainly at the occasions of Regional and National events
* Or as requested

**Time required**

180 mins (3 hours).

**Human resource**

1 facilitator

**Material resource**

Projector, pc, markers, flipcharts, game materials

**Space needed**

1 room (suitable for the number of participants)

**Session development**

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| Sequence’s time | Accumulate time | Steps and contents |
| 5’ | 5’ | **Introduction**  Personal presentation  Objectives of the session  Working methods |
| 5’ | 10’ | **Game** Division of teams into groups of 5 to 6 |
| 10’ | 20’ | Exercise 1 **The life and society in the near future**  Describe the life and society the youth will be living in the near future.  From the pile of elements in front of you, choose 15 elements that describe the best the life and society the youth will be living in the near future.  *Internet, poverty, violence, football, migration, English, stress, family, religion, values, technology, fashion, travel, teams, intercultural, divorce, money, TV, music, environment, oil, friends, free time, community, war, water, selfishness, capitalism, freedom, science, materialism, terrorism, google, facebook, unemployment, cars, arts, genetics, education, health, fun, youth, entertainment, models, God, house, food.* |
| 5’ | 25’ | **Current society needs**  Sort the different elements chosen in the listed categories all and define 3 priority areas in today’s society.   * Environment * Standard of living * Human rights * Cultural/religious diversity * Education * Communications * Role models * Family values * Personal trends |
| 5’ | 30’ | Group presentation of the prioritized needs |
| 5’ | 35’ | **What is life?** DVD “Did you know?” |
| 5’ | 40’ | **What do you think life skills are?**  Presentation of few examples of definitions by others |
| 10’ | 50’ | **Exercise 2 Defining “life skills”**  According to your understanding of what life skills are and based on the examples presented above, write a definition of life skills. |
| 5’ | 55’ | Group presentation of the various definitions |
| 10’ | 65’ | Exercise 3: **Life skills acquired in Scouting activities**  Each group will choose one of the following scouting situation:   * Hike * Camp * Community service * Jota-Joti * Weekly activity   Consider the chronological development of each action in the planning and in the execution of the activity. Identify the life skills used/ needed/ developed for each of them. Write the life skills acquired in each phase of the preparation and execution of the activity on post its. |
| 10’ | 75’ | Group presentation and play role |
| 25’ | 100’ | Game (ice Breaker) |
| 10’ | 110’ | Exercise 4: **Classification of life skills**  Sort out the life skills acquired in the scout activities written in these 3 main categories (The classification of the life skills according to UNICEF):   * Communication and Interpersonal Skills * Decision-Making and Critical Thinking Skills * Coping and Self-Management Skills |
| 5’ | 115’ | **21st century skills** DVD and explanation of the 3 types of skills |
| 10’ | 125’ | Exercise 5: **Relevance of life skills acquired in Scouting in our future society**  How do life skills acquired in Scouting respond to the needs of today’s society?  Choose from the different life skills acquired in the scouting activities the ones that respond to the 3 prioritized society needs selected in exercise 3 Add missing life skills that could be learned in Scouting and that responds to the society needs. |
| 5’ | 130’ | **Education in Scouting**  Scouting’s approach to education  Non-formal education  The purpose and mission of Scouting  Youth Involvement  The Scout Method |
| 5’ | 135’ | **Peer education**  What is Peer education?  Peer group influence  Peer leadership |
| 10’ | 145’ | **Learning life skills through peer to peer education**  **How can the life skills acquired in scouting activities be learned through peer to peer education?**  Discuss ways in which the life skills mentioned before could be learned through peer to peer education in its 3 types of leadership, peer mentoring, peer mediation and peer tutoring. |
| 5’ | 150’ | **Adult support**  Adults empowering young people |
| 15’ | 165 | Exercise 6**: Integrating life skills in Scouting’s program**  According to what have been discussed as tools of education in Scouting (mentoring, peer education…) determine a process to integrate those missing life skills in the national youth programs. |
| 10’ | 175’ | Group presentation of the processes of integrating life skills in national youth programs and few good practices. |
| 5’ | 180’ | **Evaluation and closing** |