

Week 1 Individual Session: Success in Life

Session Goals

- ❖ Discuss what it means to be successful in life
- ❖ Explore how definitions of success differ between countries

Pre-Session Instructions for Learner

- ❖ Think about your future and come up with 5 goals you want to achieve in your life
- ❖ Think of 2-3 people who inspire you (people you know or famous people) and be ready to share their stories

Pre-Session Instructions for Volunteer

- ❖ Come up with 5 goals you want to achieve in your life.
- ❖ Be ready to share your screen with the sound on for this [YouTube video](#).
- ❖ Think of 2-3 people who inspire you (people you know or famous people) and be ready to share their stories

During the Session:

- ❖ **[5 min]** Check in with your speaking buddy and ask about their week. Introduce this new unit and explain that you will be discussing different aspects of work and life for the next few weeks.
- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities! Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
 - Prestige (noun) = admiration and respect due to your achievements
 - "Going to Harvard brought him a lot of *prestige*."
 - Triumph (verb) = obtain victory
 - "He *triumphed over* his fear and faced the dragon!"
 - Have the world at your feet (phrase) = be very successful and admired
 - "The famous athlete *has the world at her feet*."
 - Show off (phrase) = display your success proudly to get attention
 - "He is *showing off* his wealth by driving a Lamborghini"
- ❖ **[10 min]** Ask your speaking buddy to share the 5 goals they want to achieve in their life. Ask them questions about their goals. Here are some suggestions:
 - Why do you want to pursue these goals? Why do these goals matter to you?
 - How do you think you can achieve them?

- What steps have you already taken to achieve them?
 - What are some obstacles that prevent you from achieving your goals? How could you overcome these obstacles?
 - Will you consider yourself a successful person if you achieve those 5 goals? Why or why not?
- ❖ **[10 min]** Share your 5 goals that you want to achieve in your life. Encourage your speaking buddy to ask you questions about your goals - show them the list of questions above if they need inspiration.
- ❖ **[15 min]** Screen share and watch [this video](#) about what “success” means (Be sure to have the subtitles on).
- Ask your speaking buddy if they have any questions about the vocabulary or phrases in the video (i.e. “excel” or “encompass”). Clarify as needed.
 - Have a conversation about how people in the US and Ukraine think about success. Here are some questions to start the conversation:
 - What does “success” mean to you?
 - How can someone become successful?
 - Can you be successful without having a prestigious job or career? Why or why not?
 - Can you be successful without being wealthy? Why or why not?
 - How do people define “success” in your country? What are some similarities and differences?
 - Do you agree with how people around you think about success? Why or why not?
- ❖ **[15 min]** Share success stories from people you know or people who inspire you. Here are some questions to talk or think about:
- Who are some of the most successful people you know or have heard about?
 - What are the characteristics that make them successful? Do they all share these characteristics?
 - How did they become successful? What is their story?
 - Do other people consider them successful? Why or why not?
 - What have you learned from their story?
 - What are some things about them that you would like to know? If you could have dinner with any of those people, what would you ask them?

Week 2 Individual Session: Job Interview

Session Goals

- ❖ Discuss jobs and work
- ❖ Practice doing an interview for your dream job

Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about what kids want to be when they grow up. Write down any words or job titles that you don't understand.
- ❖ Think about your own childhood dream job and be ready to share it with your speaking buddy!
- ❖ **OPTIONAL:** Watch [this funny commercial](#) about a job interview. You'll be doing a mock interview with your speaking buddy during the session!

Pre-Session Instructions for Volunteer

- ❖ Watch [this video](#) about what kids want to be when they grow up.
- ❖ Think about your own childhood dream job and be ready to share it with your speaking buddy!
- ❖ Be able to share your screen for [this article](#).

During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities! Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
 - Nail it (phrase) = perform very well
 - "I *nailed* the interview."
 - Easygoing (adjective) = a relaxed person who is easy to get along with
 - "She is quite *easygoing* and pleasant to work with."
 - Enthusiasm (noun) = eagerness and positive energy
 - "You should come to work with *enthusiasm* and excitement."
 - Qualifications (noun) = skills that make you suitable for an activity
 - "What are the required *qualifications* for this job?"
- ❖ **[10 min]** Talk about your own and your speaking buddy's childhood dream jobs. Here are some questions to start the conversation:
 - What occupation(s) did you want to have when you were a kid and why?
 - How did you learn about that occupation?
 - What did you like about that occupation?

- What have you learned about that occupation as you've grown up? Do you still like that occupation? Why or why not?
- Is your current dream job different from the one you liked as a kid?
 - If yes, how and why has it changed?
 - If not, do you think it will change in the future? Why or why not?

- ❖ **[10 min]** One of the crucial steps in getting your dream job is doing an interview. Conduct a mock interview with your speaking buddy for your buddy's dream job. Play the role of the interviewer and ask your speaking buddy these [Top 10 Interview Questions](#).

- ❖ **[10 min]** Switch roles and have your buddy interview you for your dream job. Share the link to the [Top 10 Interview Questions](#).

- ❖ **[10 min]** Plan the perfect interview outfit. Here are some clothing ideas to think about when putting together the outfit. Does your answer change based on the type of job you're interviewing for?
 - Top: button-down, sweater, jacket, long-sleeved, short-sleeved, blazer, turtle-neck, etc. (color and type?)
 - Bottom: slacks, jeans, khakis, leggings, sweatpants, skirt, straight-legged, bootcut, etc. (color and type?)
 - Shoes: tennis shoes, heels, loafers, slides, sandals, velcro vs shoe-laces, boots, etc. (color and type?)
 - Accessories: watch, necklace, ring, headband, belt, glasses, scarf, earrings, bracelets, etc. (color and type?)

- ❖ **[15 min]** Screen share [this article](#) about weird interview questions that well-known companies ask you. Go over each with you buddy and try to answer them together. Here are some questions to talk about if you have extra time:
 - Which question did you find the most interesting?
 - Which question did you find the most ridiculous?
 - Why do you think companies ask such questions?
 - Should companies ask such unexpected questions? Why or why not?
 - Based on your answers, which company do you think would hire you?

Week 3 Individual Session: Workaholism and Work-Life Balance

Session Goals

- ❖ Discuss work-life balance in the US and Ukraine
- ❖ Talk about workaholism and its potential harms and benefits

Pre-Session Instructions for Learner

- ❖ Think about your parents' or other relatives' occupations. How much do they work throughout the day? How does their life look like outside of work? Be ready to talk about your parents' or relatives' occupations and their life outside of work.
- ❖ Watch [this video](#) about what “workism” is and how it is affecting our lives.

Pre-Session Instructions for Volunteer

- ❖ Watch [this video](#) about what “workism” is and how it is affecting our lives.
- ❖ Be ready to talk about your parents' or other relatives' occupations and their life outside of work.
- ❖ Be ready to share your screen with the sound on for [this YouTube video](#) and [this list](#).

During the Session:

- ❖ **[5 min]** Here are 3 words and phrases that relate to this week's activities! Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
 - Overtime (adverb) = time in addition to normal working hours
 - “My father works *overtime* on Mondays because it’s a busier day.”
 - Burnout (noun) = having no energy because of working too hard for too long
 - “Burnout was a huge problem for parents trying to work and care for kids during the pandemic.”
 - Note, you can also use “to burn out” as a verb or “burned out” as an adjective
 - EX) “You should take a vacation each year if you don’t want to *burn out*”
 - EX) “I am so *burned out* after three full weeks of exams”.
 - Call it a day (phrase) = ending an activity when enough has been done
 - “I worked until 6:00 PM and then *called it a day*.”
- ❖ **[10 min]** Have your buddy share about their relatives' occupations and life outside of work. Be sensitive to different family structures - if they do not live with parents, you can talk about other relatives or family friends. Engage in conversation by asking questions like:

- What are your relatives' jobs? How many hours do they work each day? Do they work on evenings? Weekends? How much vacation do they take each year?
 - Do you think they like their jobs? Why or why not?
 - How much do they spend time outside of work? What do they do during that time?
 - Are they happy with their work-life schedule? Why or why not?
 - Are you happy with their work-life schedule? Do you think it's healthy for them? If you could change their schedule, how would you change it?
- ❖ **[10 min]** Talk about your own work-life schedule. Schoolwork also counts as work!
- How much do you work throughout the day/week? Do you think you should work more or less?
 - Do you take a lot of breaks when working, or do you work nonstop until you're done? Which one do you think is better?
 - Do you like what you do? Why or why not?
 - What do you usually do when you're not working?
 - Would you rather have a light schedule but work during weekends, or have a heavy schedule and have weekends off?
- ❖ **[15 min]** Screen share and watch [this video](#) about workaholism (Be sure to have the subtitles on).
- Ask your speaking buddy if they have any questions about the vocabulary or phrases in the video and clarify as needed.
 - Here are some discussion questions:
 - Would you consider yourself a workaholic? Why or why not?
 - Some people like working and being active. Are you one of them? If yes, why do you like working?
 - Do you know anyone else who's a workaholic? Do you think they're happy work-life schedule? Why or why not?
 - What are some advantages and disadvantages of being a workaholic?
 - Do you think those who work more have a better life? Why or why not?
- ❖ **[10 min]** Compare and contrast work-life balance in the US and Ukraine. Here are some questions to think about:
- At what age do people usually begin to work in your country?
 - How many hours do people usually work per day? Per week? What's the normal working hours in your country?
 - How many holidays does your country have throughout the year?
 - What do people usually do on weekends?
 - How often do people take a vacation? For how long?
 - How important one's career is to their life?
 - Which one do people care about more, making a lot of money or enjoying their job?

- How are work-life schedules different for men and women in your country? How are they the same?
 - How common is it for students to work while in college?
- ❖ **[10 min]** Screen share [this list](#) and pick 5 things you'd like to do when you retire. Talk about retirement and the life after work.
- Do you know anyone who has retired from work?
 - If yes, what used to be their job? What do they do now?
 - At what age do people usually retire in your country?
 - At what age would you like to retire?
 - What are some goals you want to achieve before you retire?
 - What are some goals you want to achieve after you retire?

Week 4 Individual Session: Personality and Career

Session Goals

- ❖ Take a personality test
- ❖ Discuss the relevance of personality to choosing a career

Pre-Session Instructions for Learner

- ❖ Pick 3 people you're close with (parents, siblings, friends, etc.) and describe each person's personality with 5 adjectives.
- ❖ **OPTIONAL:** Watch [this funny video](#) about the 16 personality types at a job interview. You're going to take a personality test with your speaking buddy during the session!

Pre-Session Instructions for Volunteer

- ❖ Pick 3 people you're close with (parents, siblings, friends, etc.) and describe each person's personality with 5 adjectives.
- ❖ Be ready to share your screen for [this webpage](#) and [this personality test](#).

During the Session:

- ❖ **[5 min]** Here are 4 words that relate to this week's activities! Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
 - Conscientious (adjective) = dutiful and hard-working
 - "She is a very *conscientious* student."
 - Pessimist (noun) = someone who thinks the worst will always happen
 - "You don't have to be a *pessimist* to realize that we'll lose the game."
 - People person (noun) = someone who enjoys and is good at interacting with people
 - "I like to think that I'm a *people person* because I can get along with anyone."
 - Narrow-minded (adjective) = not willing or unable to understand other perspectives
 - "I can't live with someone who is *narrow-minded*."
- ❖ **[10 min]** Share the personalities you and your buddy thought up from pre-work.
 - List the 3 people you picked.
 - Say who they are and what is their relationship to you.
 - Describe each person's personality with 5 words.
 - What's each person's occupation?
 - Does their personality fit their occupation? Why or why not?

- ❖ **[10 min]** Screen share [this webpage](#) and go through the personalities with your buddy! Ask if your buddy understands the descriptions and clarify as needed. Engage in conversation by asking questions like
 - What personality type do you think you are?
 - What personality type do you think your buddy is?
 - Given the descriptions, can you think of anyone who might have that personality?

- ❖ **[25 min]** You and your buddy are going to take the personality test together!
 - Share [the link to the personality test](#) with your buddy.
 - You are going to go through the test together, but each of you should have your own personality test.
 - Read each statement with your buddy and ensure your buddy understands what the sentence says.
 - Rate how much you agree/disagree with the statement (you don't have to share your rating with your buddy)
 - Move on to the next statement. You can go back and forth for reading the statements
 - Once you're done with the test, share your results with each other.

- ❖ **[10 min]** Discuss the results with your buddy
 - How much does your personality type match your expectation?
 - How accurate do you think the test assessed your personality?
 - Do you think your personality fits your desired occupation? Why or why not?
 - Are personality tests useful? Why or why not?
 - Should people take their personality into account when deciding what career they want to pursue? Why or why not?

Week 5 Individual Session: Evolution of Jobs

Session Goals

- ❖ Discuss how jobs have changed over time
- ❖ Talk about the role of social media in the world of work

Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about how jobs have changed over time. Write down any words or phrases that you don't understand.
- ❖ Watch [this video](#) about what social media marketing is. With your buddy, you'll be making your own social media marketing company during the session!

Pre-Session Instructions for Volunteer

- ❖ Watch [this video](#) about how jobs have changed over time.
- ❖ Be ready to share your screen with the sound on for [this YouTube video](#).
- ❖ Watch [this video](#) about what social media marketing is. With your buddy, you'll be making your own social media marketing company during the session!
- ❖ Be ready to share your screen with the sound on for [this YouTube video](#).

During the Session:

- ❖ **[5 min]** Here are 4 words that relate to this week's activities! Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
 - Personnel (noun) = people who work for a company/firm
 - "The organization hires *personnel* based on their skills."
 - Recruit (verb) = to actively try to hire someone
 - "We *recruit* people with experience in coding."
 - Automation (noun) = use of machines instead of people for a task
 - "*Automation* is taking jobs away from our citizens."
 - Lay off (verb) = to force someone to leave a job, not because of bad performance, but because of problems or changes in the company
 - "The company had to *lay off* many of its employees because of a low budget."

- ❖ **[10 min]** Review the content of [this video](#) from prework. Ask your speaking buddy if they have any questions about the vocabulary or phrases in the video (i.e. "pitched in") and clarify as needed. Discuss the following questions:
 - Do you think working has gotten harder or easier compared to the past? Why?

- What were some of the advantages of working in the past compared to the present?
 - If you had to pick between working 100 years in the past or 100 years in the future, which one would you pick and why?
 - What do you think your dream job looked like in the past?
- ❖ **[15 min]** Screen share and watch [this short cartoon](#) about the last job on Earth. Discuss the following questions:
- How realistic is the video? Do you think the future will look something like that? Why or why not?
 - What jobs do you think will always stay as they are?
 - What do you think will be the last job on Earth?
 - Is your desired career at risk of automation? Why or why not?
 - What are some skills you should have in order to get a job in the future?
- ❖ **[15 min]** Design your own social media marketing company!
- Review the content of [this video](#) from prework. Briefly explain what social media marketing is in your own words.
 - Design your own social media marketing company:
 - Come up with a name for your social media marketing company.
 - How would you showcase your brand?
 - What different positions would you need for your company (e.g. photographer, graphic designer, accountant, manager, etc.)?
 - How many people will be working for your company?
 - Decide on the type of business you are going to advertise for (e.g. fashion, food, technology, etc.).
 - What social media platform would your company use most often (e.g. Instagram, Snapchat, Twitter, etc.)?
 - What demographic would you target?
 - How would you advertise the business's merchandise (e.g. videos, infographic, photos, trial videos)? Be creative and detailed!
 - What's the first product you would advertise and how (e.g. drop test a phone, fashion inspiration with a purse, etc.)
 - How can you build a community for the business's customers (e.g. sharing funny photos, relatable quotes, etc.)?
- ❖ **[15 min]** Screen share and watch [this video](#) about losing jobs over social media posts. Make sure to have the subtitle on. Talk about the video by asking questions like:
- Was it okay that the fire-fighters were fired? Why or why not?
 - Do you know anyone whose presence on social media affected their career? If so, how did it affect their career? Share stories about people whose jobs were affected due to social media.
 - Should companies monitor their employees' social media activity? Why or why not?

- If a company were to hire you, would you want them to base their decision on your social media? Why or why not?
- How can your activity on social media put your career at risk?
- How can your activity on social media enhance your career?
- Which one do you think is more likely, putting your career at risk or enhancing it? Why?

Week 1 Group Session (May 3 - 9): Work Experience

Pre-Session Instructions for Learner

- ❖ Watch this [video](#) and think about what career or job you want to have - What are your daily responsibilities in this job? How does it relate your studies at school? Be prepared to share this information with other learners.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be able to share your screen with the sound on for [this video](#).
- ❖ Segment 2: Be familiar with the rules of the game “20 Questions.”
- ❖ Segment 3: N/A

During the Session:

- ❖ **Segment 1 [20 minutes]: Discussion about Desired Occupation**
 - Have each learner share their ideal career and desired occupation
 - Take notes on what students are doing well as well as common errors. After each presentation, encourage students to ask each other follow-up questions, and ask a few yourself.
 - When everyone is finished with their turn, share general feedback (both strengths and constructive criticism). Avoid calling out specific students, especially when giving constructive criticism!
 - If time allows, screen share and rewatch this [video](#) about how to choose your career (Be sure to have the subtitle on). Ask questions like:
 - Why should you *self-evaluate* when choosing your career?
 - What are some things you consider when choosing a job? Which consideration do you think is the most important?
 - Think of your desired occupation, how does it relate to your interests?
 - How does your personality match with your desired occupation?
 - What are some values you care about? How do they match with your desired career?
 - What are some skills you need to have for your desired career? Which of the skills do you think you have? Which ones do you need to work on more?
- ❖ **Segment 2 [20 minutes]: Job-themed 20 Questions Game!**
 - The volunteer will think of a job or career-related word and the learners take turns asking “yes or no” questions until they are able to guess the word. Maximum of 20 questions asked.

- After the learners guess the volunteer's word, the learners take turns thinking of their own words and everyone else asks questions and tries to guess what the word is.

❖ **Segment 3 [20 minutes]: Past Work Experience**

- Engage the learners in a conversation about their past work experience. Ask questions like:
 - Have you ever had a job/internship/volunteer position before?
 - If yes, what did you do? how did you like it? What was your experience?
 - If not, do you want to have one? Why or why not?
 - What are some reasons for teenagers to get a job? How important is it to have work experience as a teenager?
 - How common is it for teenagers to get jobs in Ukraine? What are some common jobs for teenagers in Ukraine?
 - How easy is it to get a job in Ukraine? Are there enough work opportunities for young people in your country? Should there be more or less? Why?
 - If you get a job as a teenager or college student, how do you think it'd affect your education? How do you think it'd affect your life outside of college?
 - What are some reasons people might volunteer instead of working?
 - What are some ways to get involved in volunteering in Ukraine? How common is it for teenagers to do volunteer work in your country?

Week 2 Group Session (May 10 - 16): Employment vs. Entrepreneurship

Pre-Session Instructions for Learner

- ❖ Watch this [video](#) about starting a company.
- ❖ **OPTIONAL:** Watch [this short video](#) about becoming an entrepreneur.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be familiar with the rules of the game “Taboo.”
- ❖ Segment 2: N/A
- ❖ Segment 3: Be able to share your screen with the sound on for [this video](#).

During the Session:

- ❖ **Segment 1 [20 minutes]: Job-themed Taboo Game!**
 - The volunteer will choose a keyword from this [worksheet](#) and describe the job title without using any of the taboo words in the parentheses. The learners will have to guess what the word is.
 - After the learners guess the volunteer’s word, the volunteer gives a learner a keyword and its associated taboo words through the private chat, and other learners will guess what the keyword is.
 - Extra challenge: Set a time limit of 60 seconds for each card!
- ❖ **Segment 2 [20 minutes]: Create a Business!**
 - Design a business with the group! Tip: Screen share a Google Doc that lists all the brainstorming. Take a vote on some of the proposed ideas if needed! Ask questions like:
 - What industry is this business in? What problem is it trying to solve? Are you providing a service or are you selling a product?
 - Is there a need for this service or product in society now? How many people are interested in this?
 - Who is the target audience for this business? Where is it located? How does the business make money?
 - What’s the name of the business?
 - How can you make it better than other similar businesses or companies? How is yours different or unique?
 - What are some values you want your company to have? What’s your vision or mission? Why is it important for your business to hold these values?
 - How many people will be working for the company?

- If the learners are unsure how to begin, ask them to create a business that can solve one of these problems:
 - Pet owners have to leave their pets when they go to work or school and are concerned their pets are not getting enough care, but they can't afford a traditional pet-sitter to come to their homes or they are concerned with security. How can you provide a service or product that solves this?
 - Social media has become too toxic and unhealthy for young people. Make a new social media platform or an alternative way for people to connect online.

- ❖ **Segment 3 [20 minutes]: Self-Employment vs. Being Employed: Which Is Better?**
 - Screen share and watch [this video](#) about getting a job vs. working for yourself. Be sure to have the subtitles on.
 - Have learners take turns sharing reasons for getting a job (one positive and one negative)
 - Then have them take turns sharing reasons for working for yourself (one positive and one negative)
 - Make sure every learner gets a turn.
 - Have the group discuss whether they would prefer working for an employer or working for themselves. Make sure each learner justifies their position and that everyone has a chance to speak. You can guide their presentation by asking questions like:
 - Have you ever had a job where you worked for someone else? Did you enjoy your experience? What things were difficult? Would you do it again?
 - Have you ever started your own business or organization before? What was hard about it? What benefits did you gain? Would you do it again?
 - What careers can you pursue if you get a job working for someone else? What careers can you pursue if you work for yourself? Which ones interest you?
 - What skills or personality do you need to be an entrepreneur? What about an employee? What skills or personality do you have that would make you a good entrepreneur or employee?

Week 3 Group Session (May 17 - 23): Where to Live/Work

Pre-Session Instructions for Learner

- ❖ Watch this [video](#) about city life vs. country life.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: N/A
- ❖ Segment 2: Be familiar with the rules of the game “hangman” and be prepared to screen share this [website](#).
- ❖ Segment 3: Watch this [video](#) about city life vs. country life.

During the Session:

- ❖ **Segment 1 [20 minutes]: Talk About Your Hometown**
 - Engage the learners in a conversation about their city or town. Make sure each learner gets a chance to share their experience. Ask questions like:
 - What do young people usually do for fun in your city? What do you usually do?
 - What is unique about your city?
 - What services or goods are your city lacking? If you need these goods or services, where do you go to get them? Is online shopping a good option?
 - What’s your favorite thing about where you live? What are your favorite places to eat?
 - What is transportation like where you live? How is the traffic? Do people usually have a long commute to work?
 - What are some things you dislike about your city? How can it be improved?
 - Would you want to stay in your city or would you like to move elsewhere? Where would you move? Why?
- ❖ **Segment 2 [20 minutes]: Hangman!**
 - Ask everyone to privately chat you with a word or short phrase that relates to work or city life. Input all the words into [this website](#), but don’t screen share yet! Make sure to correct any spelling errors. Once everyone has contributed a word, click “Get link,” click on the link, then screen share the page.
 - Explain that each learner has to choose letters to guess the word. If the letter appears in the word, the letter will appear in the word on the screen. If the letter is not in the word, a body part of the man will appear. Learners should try to guess the word before the whole stick man appears on the screen!

- Make sure each learner gets a chance to pick a letter or guess the word. Continue with the rest of the words.
- Do another round with new words if time allows.

❖ **Segment 3 [20 minutes]: Living in a City vs. Living in the Country**

- Compare and contrast learners' experiences with living in a city versus living in the country. Engage the learners in a conversation by asking questions like:
 - How urban is the area where you live? Do you enjoy it?
 - For learners who live in the country, what do you think are some positive things about living in the city? For those living in the city, are these positive things true? What are negative things about being in a city?
 - For learners who live in the city, what do you think are positive things about living in the country? For those living in the country, are these positive things true? What are negative things about being in the country?
 - What are things you can do in the city that you can't do in the country?
 - Can you pursue your dream career if you live in the country? Or do you have to move to the city?
 - Which one is more important to you, the city where you work and live, or your job? Why?
 - How is transportation different between cities and the country? Would you prefer a different mode of transportation from the one you use now?
 - What are some differences between the people who live in a city versus those who live in the country? Why do you think these differences exist?
 - Where would you rather live? Do you plan to move to the country or city in the future?

Week 4 Group Session (May 24 - May 30): Life Outside of Work

Pre-Session Instructions for Learner

- ❖ Think about your hobbies and interests and come up with 3 to 5 things you do in your free time. Be prepared to share this information with other learners.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: N/A
- ❖ Segment 2: N/A
- ❖ Segment 3: N/A

During the Session:

- ❖ **Segment 1 [20 minutes]: Hobbies Outside of Work**
 - Have each learner share their hobbies and interests
 - Take notes on what students are doing well as well as common errors. After each presentation, encourage students to ask each other follow-up questions, and ask a few yourself.
 - When everyone is finished with their turn, share general feedback (both strengths and constructive criticism). Avoid calling out specific students, especially when giving constructive criticism!
 - If time allows, discuss how learners spend their free time as a group. Ask questions like:
 - Who in the group has similar interests or hobbies as you? How did you first get interested in it? Why do you think you have those interests/hobbies?
 - Why is it important to have free time outside of school/work?
 - Do you have as much free time as you like to have? Why or why not? How much time should you spend outside of work/school?
- ❖ **Segment 2 [20 minutes]: Cats or Dogs, Which Is Better?**
 - Ask each learner to state whether they prefer cats or dogs and one sentence to justify their response. Now discuss as a group which is better! Ask questions like:
 - Do you have a cat or dog?
 - If yes, what's their name? How old are they? How long have you had them? What are 5 adjectives that describe your pets?
 - If not, would you like to have one? Why or why not? Which pet do you think is the best for you? why?
 - What makes cats good pets? What makes them better than dogs?
 - What makes dogs good pets? What makes them better than cats?

- Which pet is more friendly? Which pet is easier to take care of? Which one is smarter?
- What's a heartwarming experience you have had with your pet?
- Do you think someone's personality impacts whether they like cats or dogs? If so, how?
- Talk about other pets people may have!
 - Does anyone have a pet that is not a cat or dog? Why are they a good pet to have?
 - Do you or do you know anyone who has an uncommon pet? Why do some people choose them instead of a cat or dog?
 - If you had to choose a pet other than a cat or dog, what would it be? Why?
 - What are the pros and cons of having a pet overall?

❖ **Segment 3 [20 minutes]: Million Dollar Question**

- Ask the group to discuss the "million dollar question": Would you quit working/going to school if you suddenly had one million dollars?
- Make sure each learner has a chance to share their opinion. Ask these questions to guide discussion:
 - If you quit school or work, what would you do in your spare time?
 - Why would you quit school/work? What are some reasons for staying?
 - How would you spend your money? Would you give some of it away? Or spend it on yourself?
 - What's the first thing you'd buy?
 - What would you do if you were not allowed to spend the money on yourself?
 - What would you do if you had to spend it all on yourself?
 - How would receiving one million dollars change your life?
 - What's one thing you'd want that you can't have with a million dollars?
- At the end of the discussion, vote for the person who has the best answer to how they would use their money!

Week 5 Group Session (May 31 - June 6): Developing Skills

Pre-Session Instructions for Learner

- ❖ Look through [this infographic](#) about the different skills needed for a career.
- ❖ Read [this article](#) about the best online learning platforms.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to screen share [this infographic](#) about the different skills needed for a career.
- ❖ Segment 2: Be prepared to screen share a [60-second timer](#).
- ❖ Segment 3: Read and be prepared to screen share [this article](#) about the best online learning platforms for students.

During the Session:

- ❖ **Segment 1 [20 minutes]: Hard & Soft Skills**
 - Screen share [this infographic](#) and discuss the difference between hard and soft skills. Ask a learner to summarize what hard skills are, and another to summarize what soft skills are.
 - Ask each learner to provide 1 example of a skill and state whether it is a “hard” or “soft” skill.
 - Engage the learners in a conversation about different skills required for jobs:
 - Hard skills:
 - What are some hard skills you have?
 - How have these skills been helpful in your daily life?
 - How did you develop these skills?
 - How do they relate to your dream job?
 - What are some hard skills you need to develop for your future career?
 - How can you develop them?
 - Soft skills:
 - What are some soft skills you have?
 - How have these skills been helpful in your daily life?
 - How did you develop these skills?
 - How do they relate to your dream job?
 - What soft skills do you need to develop for your future career?
 - How can you develop them?
 - Which one is more important in your future career, soft skills or hard skills? Why?

- What are other important skills that haven't been mentioned that are important for work or school?

❖ Segment 2 [20 minutes]: Elevator Pitch

- Explain the rules of the game:
 - Each person has to pick an object from where they are.
 - Each person has to persuade others to use/buy/invest in the object in less than one minute.
 - Remember that a good elevator pitch summarizes all the main ideas and makes the listeners interested in the object.
- Give everyone 1 to 2 minutes to think of their response before asking learners to give their speeches.
- Screenshare a [60-second timer](#) so learners can keep track.
- Give a 10-second warning before the timer is up and stop them when time is up.
 - Encourage other learners to ask follow-up questions.
 - When everyone is finished with their turn, ask the learners if they would buy/use/invest in any of the objects based on the elevator pitch.
 - When everyone is finished with their turn, share general feedback (both strengths and constructive criticism). Avoid calling out specific students, especially when giving constructive criticism!
- If time allows, give learners a chance to repeat the exercise with a different object. This time, be sure to encourage learners to be creative and think outside the box when coming up with reasons to persuade the audience!

❖ Segment 3 [20 minutes]: Online Education Workshop

- Screen share [this article](#) about some of the best online learning platforms.
- Go over the list and ask students if they have ever used or heard about any of them. If they have, ask them to talk about their experience or things they have heard:
 - What platforms have you used and for what subjects? How helpful were they?
 - What were some pros and cons using these platforms?
 - Who would you recommend them to?
- Engage learners in a discussion about online learning:
 - What are some skills you need to have for your future career? Are online courses or resources an effective way to learn them? Why or why not?
 - How can you develop skills using online resources? Would you ever consider spending money on these online courses? Do you think it is worth it? Why or why not?
 - What are some drawbacks to these platforms? If you could make your own education platform or app that caters to your needs, what types of learning resources would it offer?
 - What are some advantages and disadvantages of online learning?
 - How common is online learning in your country?

- Which one do you prefer, learning online or in-person? Why?
- What are some important skills that you can't learn online?