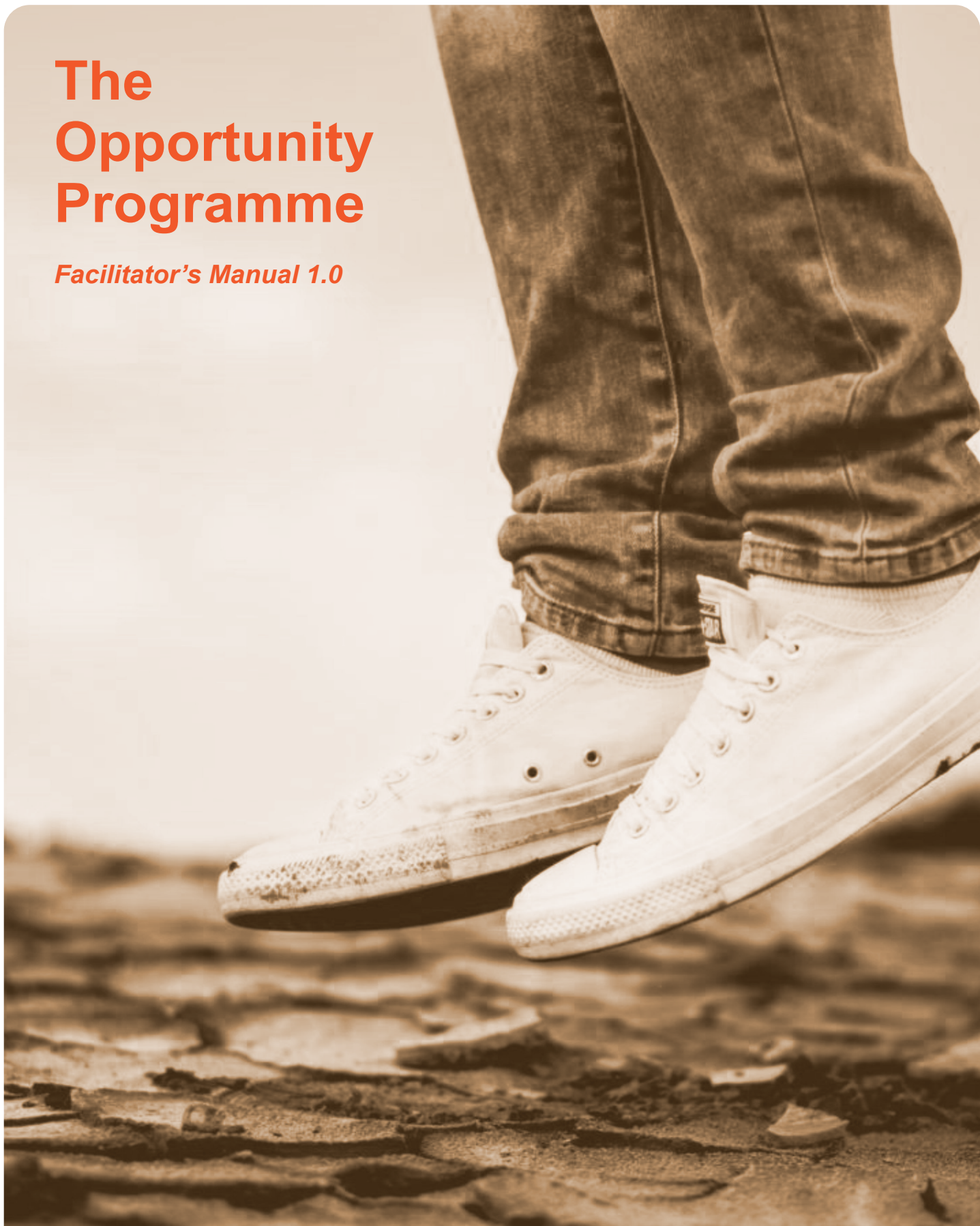


The Opportunity Programme

Facilitator's Manual 1.0



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Introducing the Problem and the Programme

Just Grace is a non-profit educational and community development company based at Langa High School in Langa, Cape Town. By teaching life skills and providing academic support, their *Qhubeka Youth Development Programme* works to support learners from grades 9 to 12. Learners at risk of withdrawal from the *Qhubeka Youth Development Programme* are recruited into the *Opportunity Programme*, a relatively new, semi-formal, six to twelve-week programme run at **Just Grace**. This programme provides learners with additional support and aims to increase their commitment to the *Qhubeka Youth Development Programme*.

South Africa's education system is seen as having two worlds, one with a great amount of resources and one with very few^{1,2}. **Just Grace's** main programme works to mitigate this inequality. This means that there can be serious consequences for those learners that do drop out of this programme. Failing is a likely outcome because many children going to historically underprivileged schools most often do not achieve even the most basic understanding in reading, writing and mathematics³. In line with this, another potential consequence is dropping out of school because of the persistent lack of success at school. South Africa's dropout rates are extremely high¹. Learners who drop out of school are less likely to get jobs and usually struggle to provide for themselves. Given these consequences, the *Opportunity Programme* is essential for the future of at-risk learners at **Just Grace**.

The question then becomes, why learners are dropping out of the main programme, and what factors could help them stay in the programme. In order to understand this, we looked at the factors associated with dropping out of school. There are many factors that predict school dropout. Getting low marks in school is associated with dropout⁴. Behavioural issues such as missing school, disrupting class, and disciplinary issues are also associated with school dropout. Factors, such as caregivers with low educational attainment, little caregiver participation, and poverty may also lead to dropout. Poverty is particularly an issue in the South African context. Those that feel socially disconnected from school and at home, as well as those who do not have a good relationship with their teachers are also likely to drop out. These learners do not actively engage in school-life and tend to spend a good deal of time with others who are also at risk of dropping out⁵. When youth were asked why they dropped out of secondary school, the four most cited reasons were a lack of financing, the need to look for a job, failing grades, as well as

pregnancy in the case of female learners⁶.

On the other hand, there are also positive factors which can help learners to deal with difficulties in their lives and protect them from dropping out. These positive factors include providing learners with hope for the future⁵, building their confidence, helping them to deal with stress, and setting goals⁷. This can all be achieved through being a part of something, such as this programme. It provides learners with a sense of belonging and support, from several members in their life including their friends and an encouraging adult, within a safe learning environment^{8,9}.

Who is meant to use this manual?

This manual was made for the facilitators of the *Opportunity Programme*, which is run by **Just Grace**. Inside, you will find an overview of the programme, the literature behind and rationale for each of the sessions, a breakdown of the content of each session, as well as the worksheets for each of the activities.

Who developed the programme?

This is a collaboration between the *Prevention Science* students from the *University of Cape Town Psychology Honours 2019* group, and **Just Grace**. The purpose of this collaboration was the evaluation, strengthening, and formalisation of the *Opportunity Programme* at **Just Grace**, with reference to the scientific literature, and by means of close cooperation with **Just Grace**.

What is the aim of the programme?

This programme aims to address the issue of learners dropping out of the *Qhubeka Youth Development Programme*.

Weekly Sessions Overview

There are 6 sessions in this programme which occur once per week.

This programme is specifically set up so that a learner can join at any point during the 6 weeks. Once the 6 weeks are done, the programme will start again over a period of 3

months. A learner is required to attend every session and then be evaluated to make sure they are ready to come back to the main programme. The learner has 3 months to attend at least one of each session.

Beginning of each session

- Welcome everyone and give new learners a chance to introduce themselves.
- Introduce the week's topic.

Closing of each session

Given this structure, the closing of each session is structured in a particular way:

- Reflect on the previous session as well as the current one.
- The facilitator should use a learner evaluation sheet for each learner to reflect on the session and take attendance.
- Recognise the learner/s who have now attended every week and have been allowed to move back to the main programme. Give them a certificate. Give them some time to speak about what they have learnt throughout the weeks.

The *Individual Learner Evaluation Form* (found at the end of the manual) is a form for the programme facilitator to take attendance and keep track of each learner progress through the programme.

The *Certificate of Recognition* (also found at the end of the manual) is for the learners, once they have completed each week, and have been allowed to re-join the main programme. They will receive this at the end of the last week that they need to attend, and they must have attended all the weeks.

The End-of-programme Evaluation is a form for learners to fill out once they have completed all six weeks. It is about their experience in the programme and will help you as the facilitator, work to improve the programme and take into consideration the opinions of the learners.

Session Sequence

Week 1: Setting Realistic Goals

Introduce the programme and establish common ground rules and goals

Week 2: Increasing Self-Awareness

Help learners see that they have unique strengths to help them pursue their goals

Week 3: Developing Self-Efficacy

Help learners to gain insight into their capabilities and ability to overcome failure

Week 4: Peer Support and Resisting Negative Peer Pressure

Addressing negative peer pressure and starting the group buddy system

Week 5: Problem-Solving

Teaching learners how to problem-solve on their own and in a group, and address the problem of non-attendance

Week 6: Use What You Have

Encourage learners to commit to using the things that are available to them as well as their skills and knowledge and empower them to see that they can achieve their goals

Programme Rationale

Setting realistic and meaningful goals, having hope for the future and being able to overcome practical barriers all interlink and lead to learners improving their attendance as we can see in Figure 1. Dynarski and colleagues¹⁰ highlight the need for learners to set short- and long-term goals as part of improving learners' social skills.

The act of breaking down a big aspirational goal into smaller specific goals is seen as being a way to encourage change¹¹. As part of this, learners should be acknowledged for small accomplishments related to their goals to reinforce behaviour relating to goal attainment and motivation¹⁰. Hope can be seen as a person's strength, characterised by their ability to set themselves goals, make plans to attain these goals and keep their motivation constant to act out these plans. Those with high levels of hope keep forming and creating the steps to achieve their goals because of this constant motivation. In light of this, there is a clear link between goals and hope¹². As seen in the focus group, learners have practical barriers that need to be dealt with in order to improve their attendance, which is very much linked to their ability to set goals and have hope for the future.

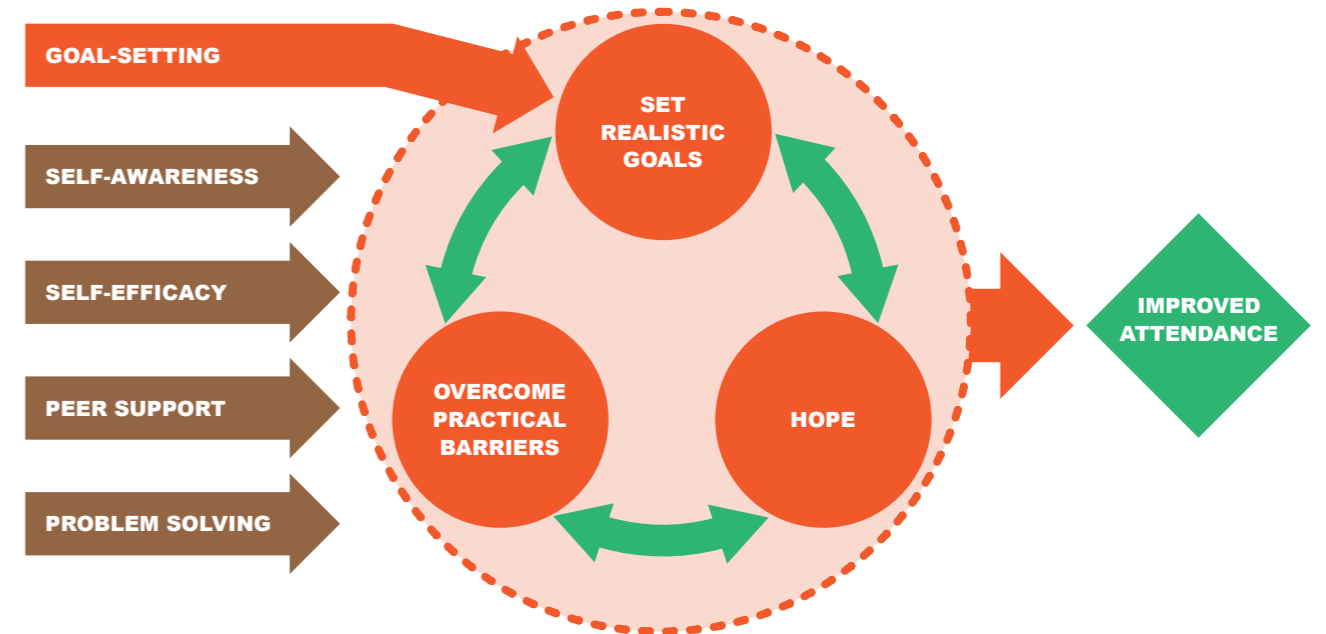


Figure 1. This programme's theory of change.

The elements that contribute to this cycle are self-awareness, self-efficacy, problem-solving and peer support as we can see in Figure 1. Self-awareness assists in

identification of abilities, to assist in the pursuit of goals. A solid foundation of self-awareness is thus vital to fighting school drop-out rates, as it can assist youth to build aspects of resilience, such as improved coping strategies, social skills, problem-solving skills, and feelings of self-esteem^{13,14}.

Self-efficacy can moderately influence the careers which learners consider pursuing¹⁵. This could have broader effects on the ability of learners to set goals for themselves and aim beyond the boundaries seemingly set around the social groups which they belong to in order to have hope in the future¹⁶.

Peer support facilitates learners to be more resilient so that they can set goals, have hope and overcome barriers. Peer support can be seen as peer pressure of a positive nature that encourages learners to take on helpful values and customs¹⁷ as well as facilitating dealing with negative peer pressure as those who spend a good deal of time with others who are also at risk of dropping out, are at more risk of dropping out⁵.

Problem-solving is linked to being able to overcome practical barriers and to having positive expectations for the future. By learning to problem-solve, learners can start to feel like they are in control over their lives which leads to them having more positive expectations about their future¹⁸.

Week 1: Setting Realistic Goals

Goal setting is important for self-determination, the ability to determine one's own future¹⁹. It is particularly important for learners to create meaningful and realistic short-term goals that may help them attain their long term-goals, and dreams¹⁴. In fact, dividing a long-term goal into more manageable short-term goals is a key to behavioural change¹¹. It is important for learners to acknowledge any small accomplishments that relate to their short-term goals, as doing so can be very important for motivation¹⁰.

Weekly Objectives

The main objective of Week 1 is to introduce learners to the idea of long-term and short-term goals, and to help learners think about and set their own goals. These goals will be referred to in the other weeks, e.g. Activity 1 in Week 3. If learners have missed this week, they should set goals in the beginning of the first session that they attend.

Any new learners will also be introduced to the *Opportunity Programme*, and the programme's common ground rules will be discussed. Learners should be empowered by allowing them to have a say in the construction of common ground rules.

The Link to Opportunity

Goal setting is a key strategy for helping learners stay in, and benefit from the *Qhubeka Youth Development Programme*.

This Week's Materials

- Pens/pencils/coloured markers
- Old magazines
- Erasers
- Scissors
- Sharpeners
- Glue
- A3 cardboard paper
- Goal Ladder Worksheet

Session Structure

Introduction and Ground Rules (5 – 10 Minutes)

- After welcoming everyone, learners are introduced to any new members who have joined the group.
- New members are introduced to the ground rules and are allowed to have their say regarding these rules.
- The topic of the week is introduced: **Setting realistic goals.**

Activity 1: Role Models (5 – 10 Minutes)

- Learners should identify one person they look up to. This can be anyone.
- Learners should name the qualities of that person that make them a good role model.
- Ask learners to briefly discuss each other's choices.

Activity 2: Vision Board (Goal Setting) (20 minutes)

Learners are each given an opportunity to define the word “goal”. Learners should give their own definitions. Once each learner has given their own definition, the facilitator reads a formal definition from a dictionary. One learner should be asked to write out the formal definition on a board for everyone to see.

goal - noun

The object of a person's ambition or effort; an aim or desired result: they achieved their goal of becoming the CEO of a successful company.

- Gather old magazines, and a large sheet of paper or board for each learner.
- Ask each learner to illustrate their vision for their own future using words and images cut out from magazines. Learners should glue these images to their boards.

- Learners should discuss their visions (goals) with the facilitator, and with each other.

Activity 3: Goal Ladder (Goal Setting) (10 Minutes)

For this exercise, use the goal ladder at the end of this section. Copies of the goal ladder may be distributed to learners, or learners may draw their own goal ladders.

Explain to learners that having realistic short-term goals can help them to:

- Make sense of each step of life.
- Stay on track.
- Build up to larger long-term goals.

Ask learners to complete their own goal ladders:

- Learners should write one of their own long-term goals at the top of the ladder.
- Learners should think about the tasks they need to complete before they can reach their long-term goal.
- Allow learners to work backwards from their long-term goal and fill the spaces in the ladders with their short-term goals.
- These short-term goals should help learners plan for and reach their long-term goals.

Session Closing (10 Minutes)

Ask learners to reflect on the current session, as well as on previous sessions.

Learners should talk about some of the following things:

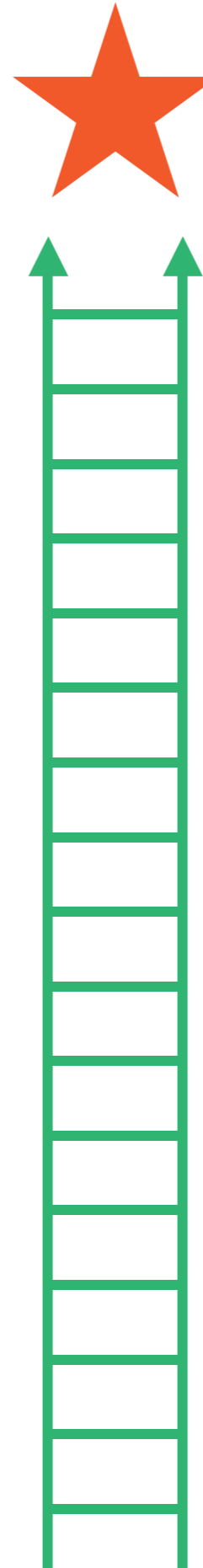
- Their own vision boards.
- The vision boards of each other.
- Their own goal ladders.
- The goal ladders of each other.

Encourage learners to present their visions and goals to the group, and to share how they

intend to achieve their goals. Explain to learners how setting realistic short-term goals are necessary for achieving success in life.

At this stage the facilitator should:

- Take attendance and complete the learner evaluation sheet for each learner.
- Recognise any learners who have successfully completed all six weekly sessions and are therefore able to return to the *Qhubeka Youth Development Programme*. Ask these learners to reflect on what they have learned throughout the *Opportunity Programme*. Give them their certificates.



MY GOAL

START

Week 2: Increasing Self-Awareness

Self-awareness helps learners become more resilient, and resilient learners are more likely to stay in, and benefit from, the afterschool programme. Self-awareness is important for improving coping strategies, problem solving skills, and social skills, as well as for building self-esteem^{13,14}.

SWOT Analysis

SWOT helps learners increase their self-awareness, and stands for *Strengths, Weaknesses, Opportunities and Threats*. **SWOT** allows learners to identify personal strengths, develop realistic views of threats, and find areas of opportunity. **SWOT** also helps learners to achieve their goals, such as those set during Week 1, and promotes self-efficacy, which is the topic of Week 3.

Weekly Objectives

The main objective of Week 2 is to help learners see that they have unique strengths that will help them achieve their long- and short-term goals. Learners will identify their own strengths, as well as any challenges they may face in achieving their goals.

Any new learners will also be introduced to the *Opportunity Programme*, and the programme's common ground rules will be discussed. Learners should be empowered by allowing them to have a say in the construction of common ground rules.

The Link to Opportunity

Identifying strengths and challenges is a key strategy for helping learners stay in, and benefit from the *Qhubeka Youth Development Programme*. Being able to successfully face challenges is important for achieving goals.

This Week's Materials

- Pens and paper

Session Structure

Introduction and Ground Rules (5 – 10 Minutes)

- After welcoming everyone, learners are introduced to any new members who have joined the group.
- New members are introduced to the ground rules and are allowed to have their say regarding these rules.
- The topic of the week is introduced: **Increasing self-awareness**.

Activity 1: SWOT Analysis (30 Minutes)

This exercise requires that learners write down four headings and assess themselves. Learners may take one A4 sheet of paper and divide it into quarters.

The four headings are:

- Strengths
- Challenges
- Opportunities
- Obstacles

Strengths

Learner should use this section to identify their own talents. Ask learners to list the things they are good at, and any aspects of themselves that can help them achieve their long- and short-term goals. Ask learners to recall their long- and short-term goals from Week 1. If any learners were not present during Week 1, briefly explain the idea of a goal ladder, and have them construct a short goal ladder for themselves.

Challenges (Weaknesses)

A traditional **SWOT** analysis uses the word weakness for this part. Facilitators may prefer to use the word challenges, due to its more positive meaning. Learners should use this section to identify any internal challenges they may face in attaining their goals. Learners

should only consider challenges from inside themselves for this section.

Opportunities

While strengths and challenges focus inwards, on learners themselves, learners should focus outwards for opportunities. Ask learners to reflect on, and write down all the opportunities they are given, or have access to, and that they can use to achieve their goals. Opportunities can involve family, school, clubs, church, any people they know, or society in general. The **Just Grace** afterschool programme is one good example of an opportunity.

Obstacles (Threats)

Obstacles or threats are external factors that may prevent learners from achieving their goals. Learners should consider factors outside of themselves that may prevent them from achieving their goals and write these down. Threats can involve family, school, clubs, church, any people they know, or society in general. An inability to complete school is a good example of an obstacle.

Activity 2: Discussion (10 - 15 Minutes)

Gather learners together and ask them to share their strengths with the group. This will help learners to reinforce their own strengths. Ask learners to discuss how their strengths will help them attain their goals.

Encourage learners to present their challenges and threats to the group, and to share how they intend to overcome these challenges and threats, using their strengths and opportunities.

Session Closing (5 – 10 Minutes)

Ask learners to reflect on the current session, as well as on previous sessions.

Learners should talk about some of the following things:

- How they felt while doing the exercise.
- What they think they gained from doing the exercise.

At this stage the facilitator should:

- Take attendance and complete the learner evaluation sheet for each learner.
- Recognise any learners who have successfully completed all six weekly sessions and are therefore able to return to the *Qhubeka Youth Development Programme*. Ask these learners to reflect on what they have learned throughout the *Opportunity Programme*. Give them their certificates.

Week 3: Developing Self-Efficacy

A learner's self-efficacy is the degree to which they believe that they are able to succeed at reaching their goals. A learner with high self-efficacy will work hard until they reach their goal, while a learner with low self-efficacy may give up early. Self-efficacy also depends on the inner strengths learners listed and discussed in Week 2^{20,21}.

Weekly Objectives

The main objective of Week 3 is to encourage learners to look at their own unique and positive aspects or abilities and to increase their awareness of how important these aspects and abilities are to their own success. In particular, high self-efficacy can enable participants to believe that they are worthy of good things or better futures, and capable of achieving their goals through their efforts and in control of their futures. Learners will also discover how to use their own positive aspects and abilities to resist negative peer pressure. Any new learners will also be introduced to the *Opportunity Programme*, and the programme's common ground rules will be discussed. Learners should be empowered by allowing them to have a say in the construction of common ground rules.

The Link to Opportunity

Learning how to develop high self-efficacy is important for learners to believe in themselves and their abilities. It can help them develop confidence in themselves, bounce back from failure, and motivate themselves to work towards the goals they set in Week 1. Developing high self-efficacy is therefore important for helping learners stay in, and benefit from the *Qhubeka Youth Development Programme*.

This Week's Materials

- Pens/pencils/coloured markers
- Old magazines / paper
- Erasers
- Scissors
- Sharpeners
- Glue

Session Structure

Introduction and Ground Rules (5 – 10 Minutes)

- After welcoming everyone, learners are introduced to any new members who have joined the group.
- New members are introduced to the ground rules and are allowed to have their say regarding these rules.
- The topic of the week is introduced: **Developing self-efficacy**.

Activity 1: Present-and-future-me T-shirt Activity (20 Minutes)

Each learner should be provided with a copy of the T-shirt worksheet at the end of this section. Learners may also draw their own t-shirt outlines on paper.

- Ask learners to reflect on their strengths that can help them reach their goals. Learners may refer back to the strengths they listed in Week 2. If necessary, facilitators may help learners conduct a brief **SWOT** analysis (see Week 2).
- Now ask learners to illustrate (using pens, pencils, or magazine cuttings) their present strengths on the back of their t-shirts. Learners may also create a motto for themselves. This is where learners are coming from.
- Subsequently ask learners to illustrate (using pens, pencils, or magazine cuttings) the future they want for themselves. Users should refer back to the goals they set in Week 1, if they were in the Week 1 session. This may be a future career, or social position – where learners hope to end up.
- Facilitators should consider putting these t-shirt illustrations up on a board so that learners may be motivated by them in future weeks.

Activity 2: Positive Group Discussion (20 – 25 Minutes)

Learners can benefit from knowing that others appreciate their strengths²².

- Gather all learners into a circle, around a table or simply a circle of chairs.

- Provide each learner with a compliments sheet (or simply an empty sheet of paper) and some pens or pencils.
- Give the group 5 minutes to think about each other's strengths. These must be the strengths other learners have that can help them reach their goals.
- Starting with one learner, have all the other learner (one-by-one) list as many strengths of that learner as possible.
- Learners should write the strengths on each other's compliments sheet
- Once all learners have voiced a compliment, pass on to the next learner. Repeat this process until all learners have been complimented.
- Learners should keep their compliments sheets so that they may refer to them in future.

Session Closing (10 Minutes)

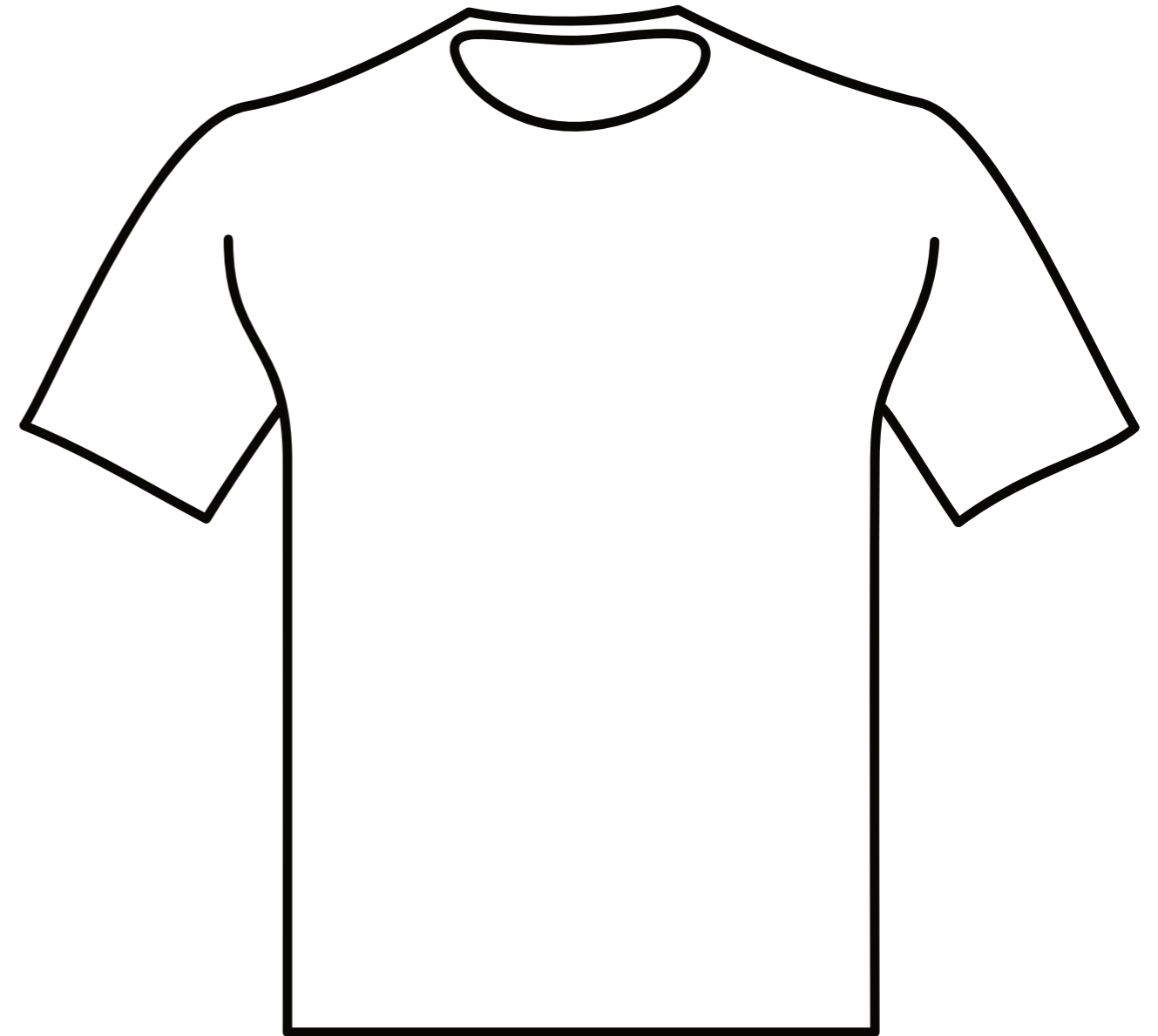
Ask learners to reflect on the current session, as well as on previous sessions.

Learners should talk about some of the following things:

- Their own strengths.
- Each other's strengths.

At this stage the facilitator should:

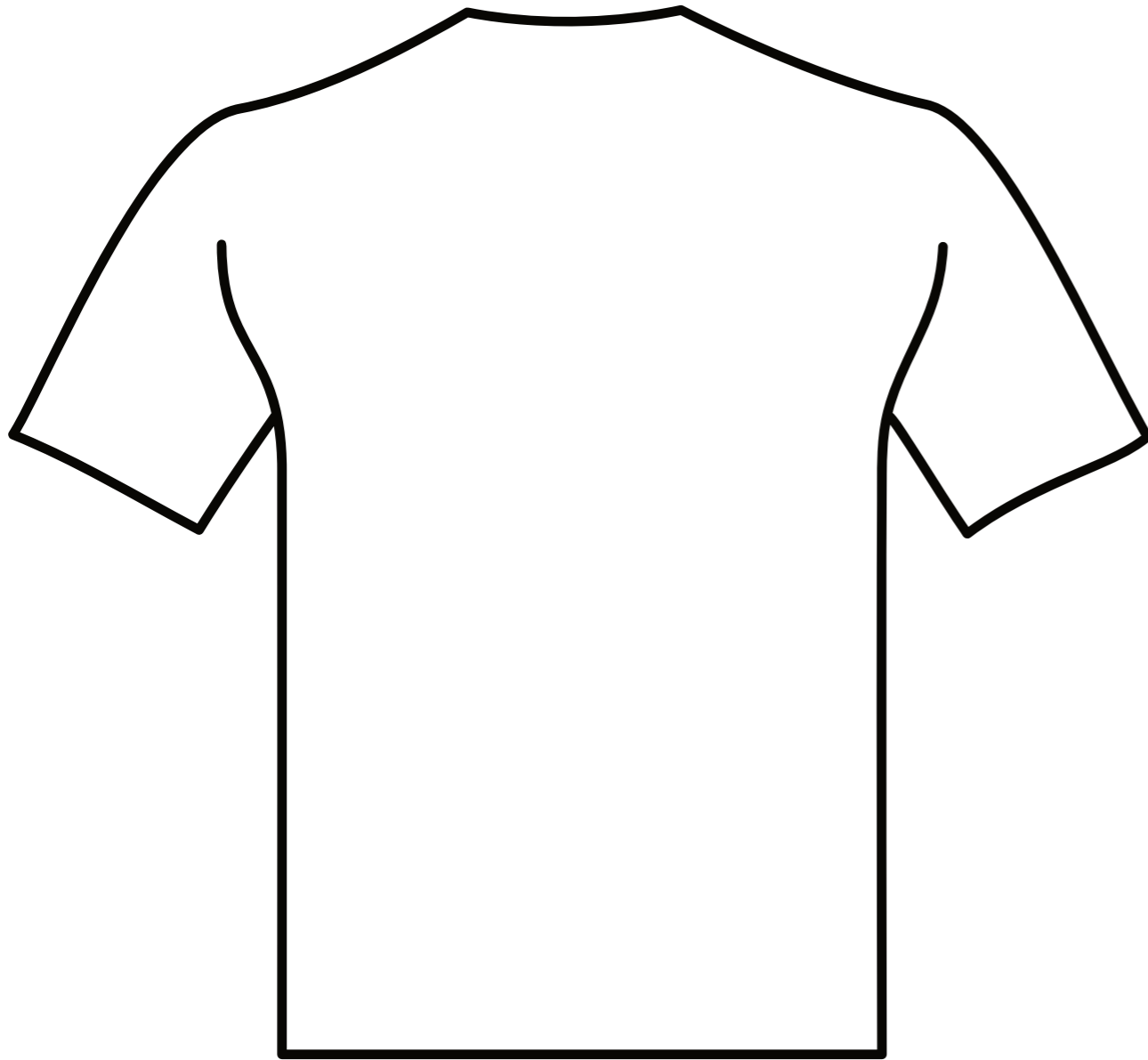
- Take attendance and complete the learner evaluation sheet for each learner.
- Recognise any learners who have successfully completed all six weekly sessions and are therefore able to return to the *Qhubeka Youth Development Programme*. Ask these learners to reflect on what they have learned throughout the *Opportunity Programme*. Give them their certificates.



FRONT

COMPLIMENTS

Name:



BACK

Week 4: Peer Support and Resisting Negative Peer Pressure

Peer support provides learners with social support, additional sources of knowledge, and ways to build positive attitudes²³. Learners who work together are able to come up with novel problem-solving strategies, are able to learn from each other, and are able to evaluate each other's work and knowledge. This kind of collaboration helps learners with achievement, motivation, and attitude²⁴. One way to promote peer support is through a buddy system²⁵.

However, negative peer pressure may work against learners, and may make it difficult for them to benefit from the *Opportunity Programme*. One of the best ways to enhance peer support is therefore to help learners identify and resist negative peer pressure^{17,26}.

Weekly Objectives

The main objective of Week 4 is to help learners learn the benefits of a peer support buddy system, to start a buddy support system amongst *Opportunity Programme* learners, and to help learners think about and resist negative peer pressure.

Any new learners will also be introduced to the *Opportunity Programme*, and the programme's common ground rules will be discussed. Learners should be empowered by allowing them to have a say in the construction of common ground rules.

The Link to Opportunity

A group buddy system provides learners with additional social support and encouragement to attend the *Opportunity Programme*. By regularly attending the *Opportunity Programme*, the buddy system helps learners stay in, and benefit from the *Qhubeka Youth Development Programme*. Having support and resisting peer pressure is important for achieving goals.

Session Structure

Introduction and Ground Rules (5 – 10 Minutes)

- After welcoming everyone, learners are introduced to any new members who have joined the group.
- New members are introduced to the ground rules and are allowed to have their say regarding these rules.
- The topic of the week is introduced: **Peer Support and Resisting Negative Peer Pressure**.

Activity 1: Resisting Peer Pressure (20 – 25 Minutes)

This activity focusses on the influence negative peer pressure may have on learners' ability to reach their goals. Learners will act out peer pressure scenarios, and will be asked to identify important aspects of negative peer pressure²⁷.

- Ask learners to think of a situation where someone is putting pressure on them to do something that will work against their short- or long-term goals. Learners may refer to the goals they set during Week 1.
- Divide learners into groups of two or three.
- Allow each group 5 minutes to discuss and prepare a short scenario to act out.
- Each group should have at least one learner who is being pressured to do something that would prevent them from reaching their goal.
- Each group should then act out their scenario.
- To identify negative peer support, learners need to be able to identify a number of important aspects of a situation. After each scenario has been acted out, the entire class should therefore discuss the following points²⁷:
 - Who is negatively influencing the learner?
 - What words are being used to negatively pressure them?

- What are the impacts of these words?

Activity 2: A Group Buddy System (20 Minutes)

A group buddy system is a form of positive peer support that will help learners reach their goals.

Discuss the following roles of buddies in a buddy system with learners:

- Buddies support and motivate each other.
- Buddies help each other with work when a tutor doesn't know an answer.
- Buddies help others when they have extra free time.
- Buddies support each other with life problems.
- Buddies can have friendly competition with each other.

How to be a good buddy:

- Make sure your buddies attend regularly.
- Motivate your buddy to work hard.
- Check in with your buddy to make sure they are doing okay.
- Help your buddy with their work but never do their work for them.

Ask learners to explain how they would use a buddy system to help each other attain their goals.

A facilitator may choose to pair learners together for a buddy system, but we recommend that all *Opportunity Programme* learners should all support each other at this stage.

Session Closing (10 Minutes)

Ask learners to reflect on the current session, as well as on previous sessions. Learners should talk about some of the following things:

- Their views on negative peer pressure.

- How they plan on supporting their fellow *Opportunity Programme* learners through a buddy system.

At this stage the facilitator should:

- Take attendance and complete the learner evaluation sheet for each learner.
- Recognise any learners who have successfully completed all six weekly sessions and are therefore able to return to the *Qhubeka Youth Development Programme*. Ask these learners to reflect on what they have learned throughout the *Opportunity Programme*. Give them their certificates.

Week 5: Problem-Solving

Better problem-solving skills will help learners to reach their goals. Problem-solving is also a key element for ensuring learner attendance in support programmes¹¹. Problem-solving skills can enhance learner motivation and attitude⁶.

Weekly Objectives

The main objective of Week 5 is to teach learners how to problem-solve on their own as well as collaboratively in a group. A secondary objective is to address the problem of non-attendance of the school or the **Just Grace** afterschool problem.

Any new learners will also be introduced to the *Opportunity Programme*, and the programme's common ground rules will be discussed. Learners should be empowered by allowing them to have a say in the construction of common ground rules.

The Link to Opportunity

Problem-solving is a key skill for helping learners reach their goals, and also for helping them make sure they attend, and benefit from the *Qhubeka Youth Development Programme*.

This Week's Materials

- Pens/pencils/coloured marker pens
- Old magazines
- Erasers
- Scissors
- Sharpeners
- Glue
- A3 cardboard paper
- Box / container

Session Structure

Introduction and Ground Rules (5 – 10 Minutes)

- After welcoming everyone, learners are introduced to any new members who have joined the group.
- New members are introduced to the ground rules and are allowed to have their say regarding these rules.
- The topic of the week is introduced: **Problem solving**.

Activity 1: Problem Solving Steps (10 Minutes)

There are a number of steps required for problem-solving. Discuss each step with learners, and allow them to ask questions²⁸.

- Define the problem. A simple, clear definition is best.
- Identify if the problem is yours, or someone else's.
- Ask yourself if there is anything you can do about the problem.
- Is there more than one solution? Try to think of as many solutions as possible.
- Is there anyone who can help with a solution? Who are they?
- Take out all the solutions that won't work.
- Pick one solution.
- **What steps are needed for this solution?**
- Follow all the steps.
- Have you solved the problem? If you have not, pick another solution.

Activity 2: Problem Solving Poster and Group Discussion (35 - 40 Minutes)

A group discussion and poster design project will focus on the most important problems learners in the *Opportunity Programme* experience day-to-day. This activity will focus on some of the most common problems that have prevented learners from attending the **Just Grace** afterschool programme. Learners will collaborate to solve these problems.

A facilitator should guide learners through the following problem-solving steps²⁸.

- Get each learner to name a problem that has prevented them from attending the **Just Grace** afterschool programme. (If a learner has a serious problem, they might not want to discuss it with the group. For serious problems learners should rather speak to a facilitator after the session).

Discuss each problem in the group:

- Apply the steps listed in Activity 1 to each problem.
- Choose the best solution as a group.
- Decide as a group what the best steps are to solve the problem.

Once the group is satisfied with the solution, learners should use the materials provided and work together to create a poster illustrating the problem and solutions.

Collaborating on a solution poster will help learners to creatively visualise their thoughts.

Placing the poster on a wall will help learners remember the solution, and can help other learners who are not part of the *Opportunity Programme*, but who may be experiencing similar problems.

Session Closing (10 Minutes)

Ask learners to reflect on the current session, as well as on previous sessions.

Learners should talk about some of the following things:

- How did thinking about problems using the steps they were taught help them think about problems in a new way.

At this stage the facilitator should:

- Take attendance and complete the learner evaluation sheet for each learner.
- Recognise any learners who have successfully completed all six weekly sessions and are therefore able to return to the *Qhubeka Youth Development Programme*. Ask these learners to reflect on what they have learned throughout the *Opportunity Programme*. Give them their certificates.

Week 6: Use What You Have

Week six aims to be more practical. It will emphasise that learners need to be responsible in order to reach their goals. It will emphasise the importance of *Qhubeka Youth Development Programme* in reaching their ultimate goals. It hopes to encourage learners to be more positive about their future by getting them to see that their goals are achievable.

Weekly Objectives

The main objective of Week 6 is to encourage learners to commit to using the things that are available to them as well as their skills and knowledge and empower them to see that they can achieve their goals.

Any new learners will also be introduced to the *Opportunity Programme*, and the programme's common ground rules will be discussed. Learners should be empowered by allowing them to have a say in the construction of common ground rules.

The Link to Opportunity

This week will emphasise the importance of the *Qhubeka Youth Development Programme* by getting learners to see that their immediate actions, and commitment to the programme, have consequences for their ability to reach their goals.

This Week's Materials

- School bag/ pencil case/books (for the game)

Session Structure

Introduction and Ground Rules (5 – 10 Minutes)

- After welcoming everyone, learners are introduced to any new members who have

joined the group.

- New members are introduced to the ground rules and are allowed to have their say regarding these rules.
- For those that have not attended Week 1, they should be encouraged to set a goal that they want to achieve.
- The topic of the week is introduced: **Use what you have.**

Activity 1: Pass the responsibility (20 Minutes)

The aim of this game is to highlight the importance of commitment and responsibility.

How it works:

- Have all the learners stand in a circle around you, facing you.
- Allow the learners to use whatever they have available (e.g. schoolbags) but they all have to use the same items. This should preferably be something which is challenging to hold – either that it is heavy or difficult to balance.
- Have each learner hold their items with one hand, palm facing up, at a right angle to their body (at shoulder height). The learners need to hold this position for as long as they can. If their arm starts to sag or they drop their item – they are out of the game.
- They then need to add their item to someone else's arm – who now has to carry both their weight and the new weight.
- If learners find the activity easy and no one is passing on their items, you can make the game more challenging by progressively asking learners to stand on one leg, wave their free arm in the air and do squats.

Once the activity is completed, share with the learners the intention behind this activity. The point here is to illustrate the importance of responsibility and commitment for their ability to reach their goals. Specifically, emphasize how each learner needs to commit to doing their own part in tasks (which are sometimes difficult), and by avoiding responsibility, not only are they letting themselves down but also those around them.

Encourage learners to see how not honouring their commitment to the programme and not

attending sessions affects their ability to achieve their goals as well as other people around them – especially their peers. This follows into a larger discussion about actions that they can take immediately to practically achieve their goal.

Activity 2: Using what you have to reach where you want to go (20 Minutes)

A group discussion should be had here about how learners can practically go about reaching their goals now by emphasising the things that they have at their disposal both from inside themselves and outside themselves. The idea is to get them to see that they have lots of things at their disposal that makes their goal more possible.

An important aspect of this discussion should be making the links between what **Just Grace** offers learners and the learners' goals. They should start to see attendance as a smaller step on their way to achieving their goals. Learners should also discuss other steps that can be taken, e.g. attending school, focusing in class, asking questions, doing research about their future aspirations.

For those who have attended the other sessions, the facilitator should encourage them to draw on the different skills that they have learnt in the different weeks in order to formulate specific practical steps towards reaching their goals.

Session Closing (10 Minutes)

Ask learners to reflect on the current session, as well as on previous sessions.

Learners should talk about some of the following things:

- Whether they can now see their long-term goal as more achievable, now that they have practical steps.
- If they now see how to go about getting the best out of the programme.

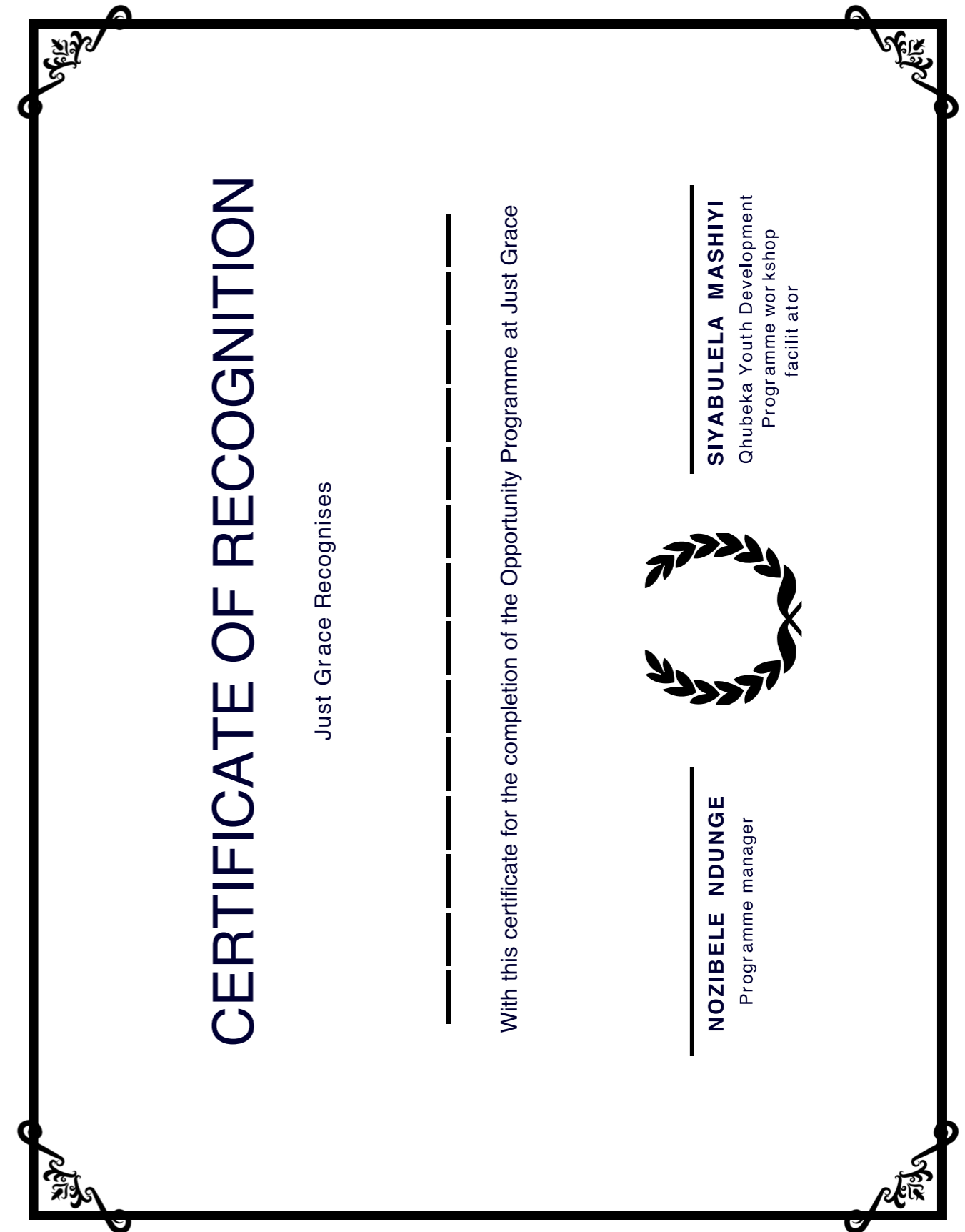
At this stage the facilitator should:

- Take attendance and complete the learner evaluation sheet for each learner.
- Recognise any learners who have successfully completed all six weekly sessions and are therefore able to return to the *Qhubeka Youth Development Programme*. Ask these learners to reflect on what they have learned throughout the *Opportunity Programme*. Give them their certificates.

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End-of-programme Evaluation Form

This is a form for you to tell us how you felt about the *Opportunity Programme*. We would appreciate it if you could fill it out honestly so that we can work to improve the programme.

Your opinions really do matter to us. Please return it to the facilitator of the programme as soon as you are done.

How did you find the overall programme?

Which activity during the programme was your favourite one?

How was the facilitator's management of the programme?

How do you think the programme could be made better?

How do you think the main programme could be useful in achieving your goals?

What aspects of the programme did you not like?

What aspects of the programme did you think could have been improved?

Do you have any suggestions about how the programme could be improved?

Any other comments?

Individual Learner Evaluation Form

First Name : _____ School : _____
Last Name : _____ Grade : _____
Contact Info : _____

Week 1

Date Started: _____ Date Completed : _____
Facilitator : _____
Notes : _____

Week 2

Date Started: _____ Date Completed : _____
Facilitator : _____
Notes : _____

Week 3

Date Started: _____ Date Completed : _____
Facilitator : _____
Notes : _____

Week 4

Date Started: _____ Date Completed : _____
Facilitator : _____
Notes : _____

Week 5

Date Started: _____ Date Completed : _____
Facilitator : _____
Notes : _____

Week 6

Date Started: _____ Date Completed : _____
Facilitator : _____
Notes : _____

Programme Completed? : _____
Return to main programme? : _____
Final Remarks : _____



The UCT Knowledge Co-op facilitated this collaborative project.

See <http://www.knowledgeco-op.uct.ac.za> or
Contact us at barbara.schmid@uct.ac.za / 021 – 650 4415

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