



Inward and Outward

**Intra and Interpersonal Skills for Success in
Agribusiness**



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Notes to the Facilitator

This workshop process has an important philosophical and pedagogical framing that is worth knowing. Fundamental to this is the **Paolo Freire** concept that people (and adults in particular) come to educational processes with their own knowledge and experience, not as “empty vessels” that need to be filled by an expert. When this knowledge and experience is surfaced, participants feel confident in themselves and open to learning new things. This also allows a particular type of group-learning to emerge. Each exercise in this manual therefore starts by drawing out what people already know. The facilitator’s role is then to introduce, or simply offer, new information, an alternative point of view, a range of other options or more depth to the discussion.

Pedagogical and psychological approaches used in developing this curriculum

The following principles of adult learning are embedded in this curriculum:

- Adults are self-directed.
- They learn by doing.
- Build on what people already know from their own experiences.
- Theory should be relevant.
- Multisensory ways of learning are important.
- Adults learn well and self-efficacy is enhanced if they can practice new skills in a safe environment.
- Adults have an intrinsic desire for personal development.
- Involvement from participants is essential - sharing their own stories, experience, knowledge, and expertise as well as inviting feedback and consulting about pace and content.

The approach to learning is **Constructionist** rather than **Instructional**, which suggests that learning depends on what we already know: new ideas come as we change and adapt old ideas; and rather than the teaching of facts and figures, it involves the development of ideas.

Experiential Learning is learning through reflection and doing. This happens continuously in a workshop. People tell their experiences, reflect on what new insights they have gained and how they might do things differently, or not, in the future.

The **Person-Centred** approach is fundamental to this workshop – all exercises stem from the experiences of participants and all theory goes back to questions like “What does this mean for me?” and “What, if anything, will I do differently now that I know this?”

The **Open-Ended** approach is often employed – not all situations, case studies, role plays or questions have comprehensive answers provided. Complex problems are introduced and

problem-solving skills are used to generate multiple solutions. Participants are invited to take away anything they deem useful from this process.

Relating Theory and Practice – bite size pieces of theory are dropped into sessions and participants are invited to debate the theory, say whether they think it applies to them, try it out in the workshop and in their daily lives. **Case Studies or Scenarios** are an important approach that enable the practical application of learning and draw out concepts that participants recognize and already know.

Learning Conversations are continuously engaged in as participants share and reflect on learning and new insight in pairs and in groups. Facilitators are expected to engage in **Modelling** the concepts taught in the workshop.

Additionally, the manual draws from various Psychology-based approaches and traditions. **Client-centred Therapy** developed by Carl Rogers, posited that human beings are the experts on their own lives, that they have a deep capacity to heal themselves given the right environment – when they are held in a relationship of “positive regard”. **Narrative Therapy**, an approach founded by Michael White, encourages the telling of stories, as we make meaning of our lives through language. White emphasizes the belief that individuals have major skills, gifts and talents that can be used to creatively solve problems they confront if these can be surfaced through stories and actively brought to bear in their lives.

Brief Solutions Focused Therapy suggests that if people can gain some insight into their own lives, they are able to change their trajectory and this can make all the difference. **Positive Psychology** grew in reaction to the deficit model in psychology – that everyone needed to be “fixed”, with a neutral aim of moving towards being free of illness. Positive Psychology is preventative and involves lifestyle approaches and actions that bring more happiness and meaning. In particular, research on what builds resiliency is drawn on to design exercises and teach skills that are relevant.

A Note on the Manual

The workshop also has an arc (or a building process) that layers knowledge and concepts as people are ready for them. This assists participants to better integrate what they are learning into their own lives.

The facilitator manual may be slightly different to other training manuals as it is designed to capture workshop process. This means that it anticipates some of the important ideas that will emerge from the group at a particular moment, and makes the linkages to the next concept, providing a more seamless facilitator process. Pieces of information are layered and linked, forming connecting pieces of a puzzle. For this reason, the manual includes a suggested script for the facilitator that gives an idea of how an exercise should be introduced or concluded. You as the facilitator always have the freedom to deliver this in your own words. You are not expected to learn this off-by-heart or to read the scripted parts of the manual aloud to the group. The

manual is designed to capture a nuanced and quite sophisticated process that can be delivered successfully by a facilitator with relatively minimal training. We know that simply giving people new information doesn't necessarily change their behaviour. This particular approach is used because it enables participants to better integrate new information into their lives and, most importantly, they are more likely to do things differently. The impact of this approach is therefore greater than many typical training interventions.

A few practical things to know:

- Printing appears at the back of the manual.
- In session 4 there are 7 possible scenarios. As facilitator you are encouraged to choose 4 or 5 suitable scenarios for the particular group you are working with. If the group is not comfortable in English, it would be important to translate the scenarios and type them up for distribution to the groups ahead of the workshop
- Text that is in blue in the manual is a note for the facilitator.

Guidance on Workshop Delivery

The workshop can be conducted in a variety of modalities. It can be run over a 6 -7-hour day, or as individual sessions over four weeks. Also included in the manual is a once off 2.5-hour session that is contained and is suitable for a group that needs the most basic information but does not have the time for the full workshop. This may be suitable for a parent evening at a school, for instance.

Ideally, the workshop should be facilitated by two facilitators. Facilitators should have the basic skills needed to work with groups but they should also be warm, empathetic, non-judgemental and respectful. They also need a good deal of courage and confidence, and a sense of humour, to hold and challenge the group and individuals when they are stuck, resistant or conflict arises.

Group size should be no more than 24 participants. The venue should be big enough for the group and include sufficient empty wall space for activity posters and flipcharts.

If translation is needed in a group that does not share a common language, timing of sessions will be challenging. Simplification is necessary.

Programme

| DAY 1 | |
|---------------|--|
| Time | Session |
| 08h30 – 10h30 | Session 1: Welcome and Introductions |
| 10h30 – 11h00 | Break |
| 11h00 – 13h00 | Session 2: Self Awareness |
| 13h00 – 14h00 | Lunch |
| 14h00 – 14h30 | Session 2: Self Awareness |
| 14h30 – 16h00 | Session 3: Emotional Awareness |
| DAY 2 | |
| Time | Session |
| 08h30 – 10h30 | Session 4: Emotional Regulation |
| 10h30 – 11h00 | Break |
| 11h00 – 13h00 | Session 5: Interpersonal Relatedness |
| 13h00 – 14h00 | Lunch |
| 14h00 – 16h00 | Session 6: Listening and Empathy |
| DAY 3 | |
| Time | Session |
| 08h30 – 10h30 | Session 7: Interpersonal Influence and Expression |
| 10h30 – 11h00 | Break |
| 11h00 – 13h00 | Session 8: Collaboration and Negotiation |
| 13h00 – 14h00 | Lunch |
| 14h00 – 14h30 | Session 8: Collaboration and Negotiation |
| 14h30 – 16h00 | Session 9: Personal Initiative and Problem Solving |
| DAY 4 | |
| Time | Session |
| 08h30 – 10h00 | Session 9: Personal Initiative and Problem Solving |
| 10h00 – 10h30 | Break |
| 10h30 – 13h00 | Session 10: Perseverance and Self Control |
| 13h00 – 14h00 | Lunch |
| 14h00 – 16h00 | Session 11: Workshop Closure |

Materials List

- Workshop pre-test
- Workbooks (1 per participant)
- Name tags
- Pens
- 1 ream A4 paper
- 1 ream coloured paper/card
- 1 block post-it notes
- Flipchart stand
- Flipchart paper
- Marker pens
- 3 packets oil pastels
- Masking tape
- Sweets/pieces of fruit
- Workshop post-test
- Workshop certificates

Session 1: Welcome and Introductions

Getting to Know Each Other

TIME: 2 hours

| Activity | Time | Objectives | Materials |
|----------------------------|--------|--|----------------------------|
| Check in & Welcome | 10 min | To help all participants feel welcome | A4 paper for name tags |
| Welcome Circle | 25 min | To introduce participants to one another and break the ice | |
| Programme | 15 min | To understand what the workshop is about | Programme |
| Expectations | 20 min | To share personal expectations of the workshop | Flipchart Post-it notes |
| Setting Group Guidelines | 20 min | To set clear group guidelines | Flipchart |
| Getting to know each other | 30 min | To deepen participants' knowledge of one another and to begin to cultivate eq skills | |

Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare 3 flipcharts labelled

- Programme
- Expectations
- Group Guidelines

Prepare a flipchart with Getting to Know You Questions:

- What are some of the most important things in your life?
- Is there a particular challenge that you come to this workshop with?
- How would your best friend describe you?

Set the room up well in advance and be ready to welcome each participant as they arrive.

Prepare the room with chairs in a circle. There should be no tables in front of the participants.

On each chair, place

- Workbook
- Pen
- Programme
- Piece of A4 paper



1. Check-In and Welcome

Time: 10 minutes

Say: *Good morning everyone. I would like to welcome you to the start of this workshop. Please feel relaxed and welcome in this space. This is your room for the week. We are going to spend the first part of this workshop getting to know each other.*

Introduce yourself and your co-facilitator. Give some interesting and fun information about each other.

2. Activity Welcome Circle

Time: 30 minutes

Step 1

Ask the participants to form a big circle.

Step 2

Invite them to step into the circle and say their first name (what they would like to be called in the group) loudly and clearly and to share a secret talent that they have! When each person steps into the circle the rest of the group should clap, stamp their feet, ululate, whistle, copy the move and say "Welcome Tuli!"

Step 3

Once everyone has been in the middle (including the facilitators) affirm the group for their lovely names and their secret talents.

Step 4



When they return to their seats, ask them to find the A4 page that was on their seat. Show them how to fold the page and ask them to write their name clearly with a marker (first name only). Demonstrate this with your own name. If they are not able to write, say they can ask a neighbor, or the facilitators will come around and help them. Also say that not every person in the room has had the opportunity of going to school and learning to write and those who can write need to help those who can't. Say that these labels will be used for a few days so that everyone can learn each other's names.

Distribute the pre-test and ensure that all participants fill it in and return it to you.

3. Programme

Time: 15 minutes

Step 1

Say: *You will see at your place you have a programme, a workbook, and a pen. We will be following the programme, but sometimes certain sessions will go a bit longer or be shorter. Don't worry about this. We, as your facilitators will make sure we will get to the end of course and cover everything you need to know.*

Share the details of the printed programme with participants and make sure to include all start and end times including teas and lunch. Ensure that each participant is available for the full four days of the workshop.

Step 2

Say: *During this week we will be covering two primary sets of skills: intrapersonal skills and interpersonal skills. Together, these are called social emotional skills and they can be hugely beneficial to us in our businesses and in our work lives.*

Intrapersonal skills will cover everything to do with ourselves:

- Self-awareness
- Emotional awareness and evaluation
- Emotional regulation
- Personal initiative
- Problem solving
- Perseverance and
- Self-control

The interpersonal skills will allow us to look at our interactions with others through:

- Interpersonal relatedness
- Listening
- Empathy
- Expressiveness
- Interpersonal influence
- Collaboration and
- Negotiation

Say: *The core reason for us to develop these 14 skills is to **understand ourselves so that we can influence others.***

4. Expectations

Time: 20 minutes

Say: *In this time together, we will be sharing our experiences, supporting one another, learning some new things, talking and listening, singing and dancing, playing games, trying out new ideas and growing together. As WYEP APPEALS participants, this workshop gives us the chance to learn skills that we can apply to our own agribusiness. Throughout the workshop, you are always welcome to share examples from your own business and we can discuss them together to help each other succeed.*

Distribute two post-it notes to each person. Write up these questions on the flipchart:

Why are you here?

What do you hope to gain from this?

Ask each person to come and paste their post-it note on the flipchart headed “expectations”.

If anyone has an expectation that is unrealistic, gently explain that it will not be covered as part of the course but that they can speak to you afterwards. It is helpful if you can be a resource here and refer participants to someone who may be able to help them realise that particular expectation.

5. Discussion: Setting Group Guidelines

Time: 20 minutes

Say: *In every group of people that ever exists, there are always guidelines for how they will live or work together. Sometimes these are formal – like in schools where they have very clear formal rules. Some are more informal, or everyone just knows what they are. In a family, they are not written down, but everyone knows them.*

This workshop is not a classroom or a school. We facilitators are not teachers and so we don't need rules. We will not be punishing people. But it will help us to be clear with each other how we want to be in this room together for the next week if we develop some guidelines together. We will write them up on the flipchart and they will stay on the wall for the week.

Write: **Workshop Guidelines**

Discuss with the group what these guidelines should be. Check with the group if they agree with individual's suggestions, particularly if they don't feel right to you. Remember that this is a negotiation with the participants.

The following issues should definitely be discussed:

- Time keeping (start and finish times, also keeping time during activities and lunch)
- How cell phones should be managed during the session (prefer off completely!)
- Respect for one another.
- Support to each other.
- No judgement (about behaviour or attitudes that are different to yours)
- Keeping the room tidy.
- Confidentiality (outside and inside the workshop) – no gossiping!
- Talk about literacy – that there are different levels in the group. This should not cause shame and embarrassment. Those who did not go to school, or did little schooling often were denied the possibility. EVERYONE should support each other.

6. Activity: Getting to Know You

Time: 30 minutes

Say: *We are now going to do a fun listening activity. Find yourself a partner.*

Once everyone has found a partner, invite them to greet them warmly! Explain that they will have a series of short sharing sessions that will help them practice their listening skills and get to know one another better.

Each person will answer three questions. Show these on the flipchart:

- What are some of the most important things in your life?
- Is there a particular challenge that you come to this workshop with?
- How would your best friend describe you?

Say: *The other should listen actively and not speak. When the facilitator says STOP! they should change over, and the other person should speak. Each person to have 2 minutes to share on each question.*

Time the discussions.

Group Processing Questions:

Ask:

- *How was that?*
- *What did you hear that you really liked?*
- *Was there anything that surprised you about the person you listened to?*

Session 2: Self Awareness

My Tree of Life

TIME: 2 hours 30 minutes

SKILLS:

Self-awareness

| Activity | Time | Objectives | Materials |
|--------------------------------|--------|--|---|
| Introduction | 5 min | To introduce the activity | |
| Facilitator Shares Their Story | 15 min | To prepare participants to share their own story | Prepared flipcharts |
| Drawing Our Own Tree of Life | 30 min | Participants write down and draw their histories in ways that are emotionally safe | Gentle Music Art materials – pastels, crayons, markers A4 paper |
| Sharing Our Tree of Life | 60 min | Find the positives in our stories and celebrate these | |
| Debriefing the Experience | 20 min | Surface internal resources that form the basis of our resiliency | |
| Compost Heap | 10 min | Symbolically discard negative messages we may have received in the past | Post-it notes |
| Body Talk | 10 min | | |

Preparation:

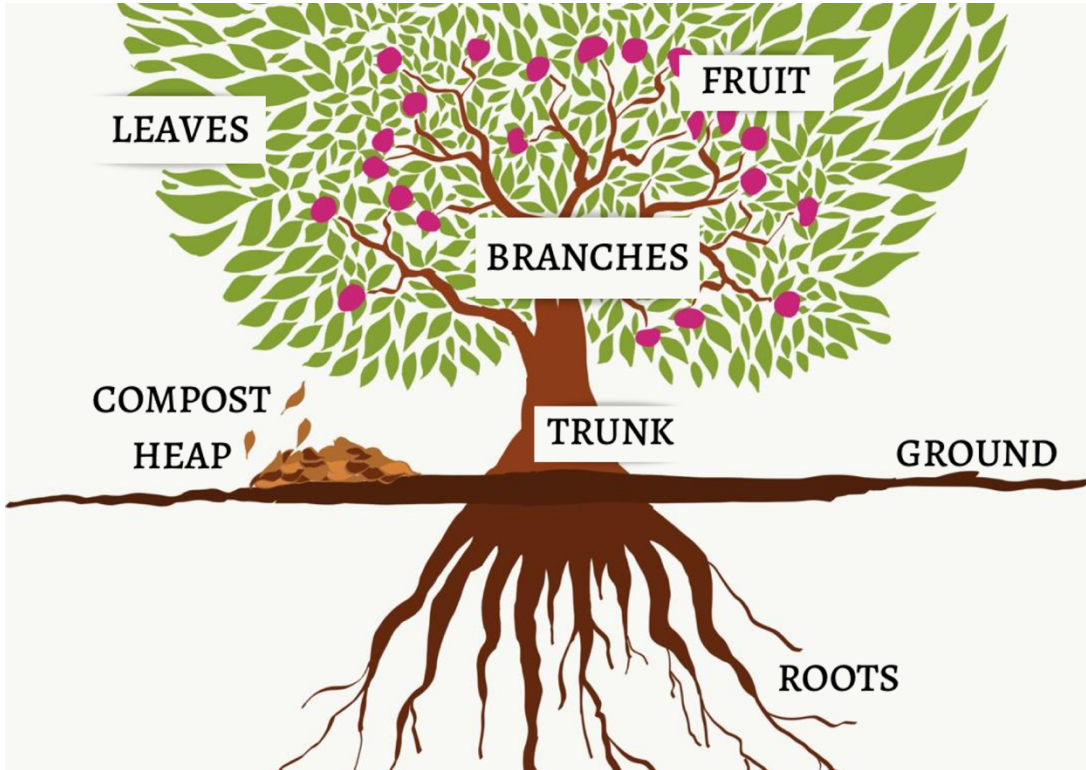
Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.


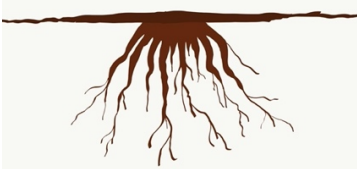
You will need to prepare your own tree of life on a flipchart to share with the group.






| | |
|---------------------------------|--|
| Note to the Facilitator: | <p>This session is an adaptation of the “Tree of Life” exercise which uses the tree as a metaphor to tell stories about our lives. Participants are invited to think of a tree, its roots, trunk, branches, leaves, etc. and imagine that each part of the tree represents something about their life, and to draw this.</p> <p>If a participant has had a lot of trauma in their lives, they can have very narrow, small ideas of who they are. This session will help them “build a second story” of their lives. This second story consists of the skills, abilities, hopes and dreams of each person and the histories of these. It is very powerful to have</p> |
|---------------------------------|--|

your story recorded by another person, and then re-told, hence the inclusion of a listener and a recorder in groups of three.

As the facilitator, you will lead the way with sharing your own tree of life with the group.



| My Tree of Life | |
|--|--|
| <p>Roots</p>  | <p>The roots represent where you have come from, your family history, your ancestral home, the people who have been an important part of your life in the past</p> |
| <p>Ground</p>  | <p>The ground represents who you live with now, what you do every day, how you fill your time.</p> |

| | |
|--|--|
| <p>Trunk</p>  | <p>The trunk is about your values (these guide the way we do things and are most important to us). We often learn these from our parents and other important people in our lives.</p> |
| <p>Branches</p>  | <p>The branches represent your hopes and dreams for the future.</p> |
| <p>Leaves</p>  | <p>Leaves are the many people who are important to you, whether still living or not.</p> |
| <p>Fruit</p>  | <p>The fruit on your tree represents your natural gifts. Think of your strengths, your talents and your skills.</p> |
| <p>Compost heap</p>  | <p>Just as trees lose their leaves, we lose people and other things. The compost heap is where we can discard the negative messages, relationships, people or experiences that we want to throw away. These bad things can go back into the soil and make our tree stronger.</p> |

1. Introduction

Time: 5 minutes

Say: *In this session we be focusing on learning more about ourselves by thinking and drawing our own history. Our history has been very important in shaping who we are, and it is really useful to go back and think about our WHOLE life story in one go. Parts of it might be lovely and some of it might be really hard but remember that you are not alone. You are here with others who all who have lived their own stories of difficulty and success. We will be doing this as an art activity, and we will have some music playing while we draw.*

2. Facilitator Shares Their Story

Time: 15 minutes

| | |
|---------------------------------|---|
| Note to the Facilitator: | In this activity, one of the facilitators should share their own story first. They should ask for a volunteer to listen to the story and be ready to tell it back to the facilitator. The other facilitator should be listening for any moments of courage and victory and be prepared to share those with the facilitator whose story was being told. The listeners should practice good listening skills. This will help to demonstrate to the group how they should do the story telling themselves. |
|---------------------------------|---|

Step 1

Say: *To think about our story, we are going to do a creative activity that uses a tree to represent our lives. We are going to draw our "Tree of Life". To show you how this should be done I am going to share my Tree of Life first. Then you will have some time to draw your tree of life.*

Step 2

The facilitator should share their tree of life with the group. The more honestly you share the story, and the deeper you are prepared to go, the deeper the group will go.

Step 3

When you have finished, ask the volunteer to tell the story back to you.

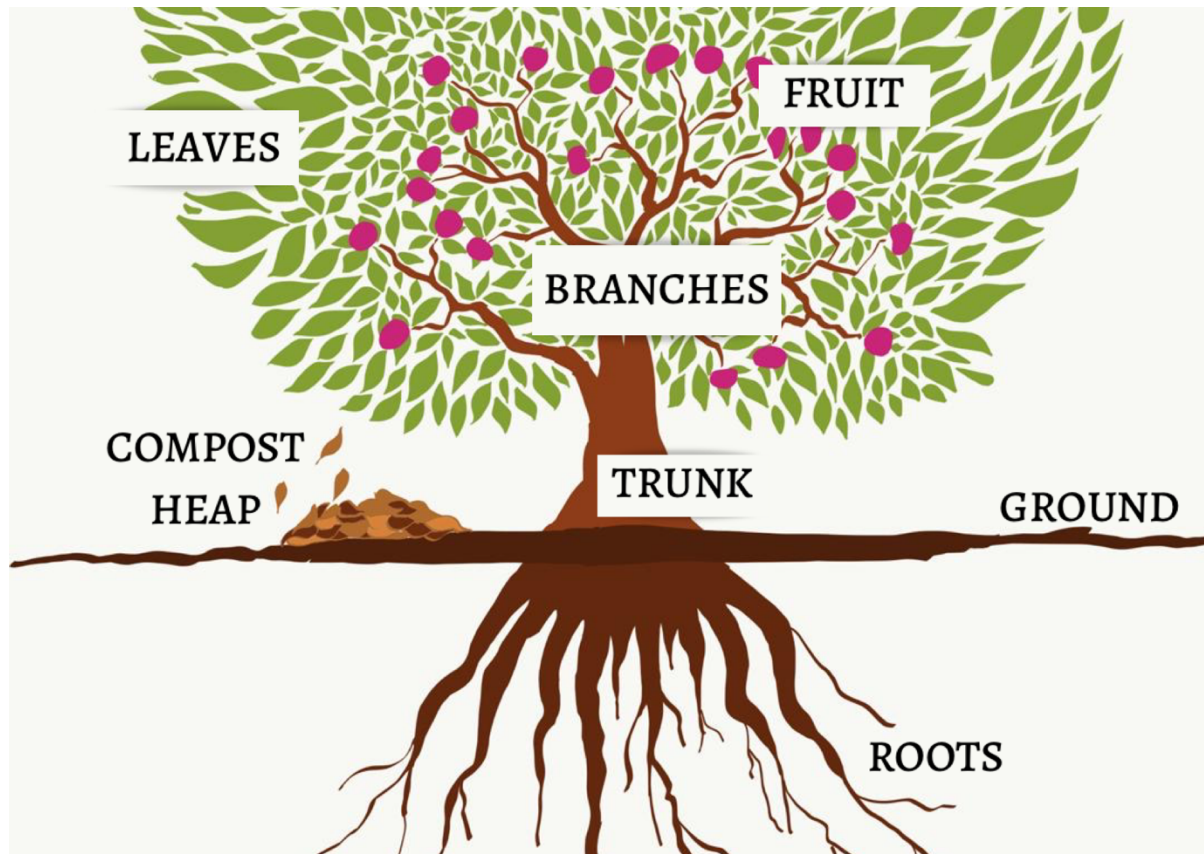
Step 4

Then ask the other facilitator to highlight the moments of success, where you showed great courage etc.

3. Drawing Our Own Tree of Life

Time: 30 minutes

On your tree, put up the labels (roots, ground, trunk, etc.) and explain to the group what each of the parts of the tree represent. Ask them to take some time to really reflect on their own lives to this point and to draw their own trees. Distribute A4 paper, put on some gentle music and give them 20 minutes to do this exercise. They can spread out in the room. Let them use all the art materials you have available.



Once they are done, bring them back to the circle.

Ask:

- *What was it like to think back to your own history, both good and bad?*
- *How did you feel?*

4. Sharing our Tree of Life

Time: 60 minutes

Say: *We are now going to share our Tree of Life with each other in small groups. When one person is telling their story the other two will need to listen very well. If someone feels listened to and supported, they are able to tell their story more deeply and more honestly.*

When it is our role to listen in these groups it is very important to listen carefully so that we let the speaker know that we are fully focused on them.

Step 1

Divide the participants into groups of three (maximum four if there are odd numbers).

Step 2

Explain they should share their tree of life drawings in as much detail as they are comfortable to share with their small group. (10 minutes)

Step 3

Also, one person will take notes and record the story and be ready to tell it back once the person has finished. (3 minutes)

Step 4

The other should listen for moments of success and courage – the things that impress you. You should be ready to share this back. (2 minutes)

Step 5

Draw this up on the flipchart to explain the structure of the story telling:

Storytelling Triangle



- Time this very tightly on behalf of the groups.
- Remind the group to use active listening skills.
- After 15 minutes, check that the groups have shifted to the next storyteller.

5. Debriefing the experience

Time: 20 minutes

Gather the group together again.

Ask:

- *How was it to share your story in this way?*
- *How was it to hear others telling your story back to you?*

- *What experiences can you use from your past to help you be successful in your work or business?*

Invite the group to stick up their drawings on the wall and spend some time admiring them!

Say: *Trees face many challenges – there are terrible storms and wind, drought and wild animals that can destroy them. These trees on the wall have faced these difficulties, but we have also heard about the amazing ways they have endured and grown and survived. Let us for a minute just celebrate this. Let's celebrate through clapping and dancing and ululating!*

6. Compost Heap

Time: 10 minutes



Say: *Many of you will have discovered things that you wanted to throw onto the compost heap. These may have been negative messages or negative people in your life. Past relationships could be here, also past experiences and labels we reject.*

Pass out 2 post-it notes each. Invite participants to write down or draw the things they want to put onto the compost heap on these bits of paper.

Say: *We are going to create our own compost heap here right at the front of the room. You can bring what you want to throw away and tear it up, and stamp on it.*

Do this together.

7. Body Talk

Time: 10 minutes



Note: this activity is just for fun after quite a serious story writing and drawing session! Ask the participants to stand in a circle.

Say: We are going to play a quick game at the end of this story telling session. It must be done in silence though! I am going to use my body to express an emotion and make eye contact with the person on my left. They must copy me and show the exact same emotion with their body, as if they were looking in a mirror. Then they will turn to the left and change the emotion to a new one to pass on to the next person. We will send these emotions around the circle and talk with our bodies! Let's try it now and remember to make eye contact and give the person enough time to make a really good copy of your emotion with their body. Do not rush through it too quickly; give everyone time to copy your emotion exactly.

Session 3: Emotional Awareness

Identifying Emotions: How Am I Feeling?

TIME: 1 hour 30 minutes

SKILLS

Emotional awareness

Emotional evaluation

| Activity | Time | Objectives | Materials |
|------------------------------------|--------|---|----------------------|
| Discussion: My Emotions | 20 min | To introduce the concept of emotion to the group and begin to connect to feelings | |
| Presentation: High, Low, Good, Bad | 35 min | To build emotional literacy through exploration of multiple feeling groups | Flipchart Markers |
| Evaluating My Emotions | 35 min | To identify some of the feelings we have around specific aspects of our lives and to understand where these feelings come from. | Flipchart Markers |

Preparation

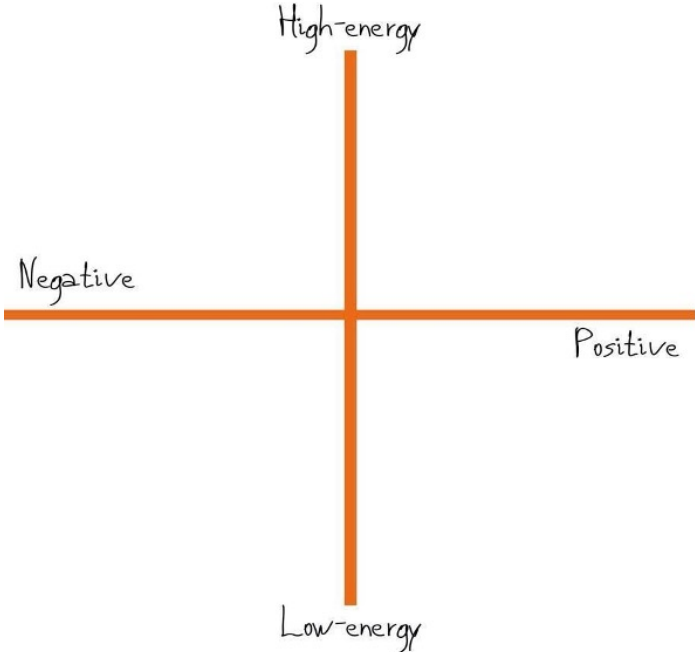
Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

| | |
|---------------------------------|--|
| Note to the Facilitator: | In this session we will ask participants to identify negative emotions. However, it is important to remember that negative emotions are not really negative; they are important warnings for us that things are not going well in a particular aspect of our lives and that we need to take action. This has roots in our evolutionary growth that activates our fight or flight survival response, but with modern day living and the resultant stress we often find ourselves in the fight or flight state. This is exhausting and can deplete our energy and has led to global increase in mental and emotional health issues. Another useful thing about negative emotions is that when we allow ourselves to experience them, we also allow in all the positive emotions. |
|---------------------------------|--|

Flipchart 1: Draw the tables for positive and negative feelings



Flipchart 2: Draw the high, low, good, bad arrows



1. Discussion: My Emotions

Time: 15 minutes

Say: *This session is all about ourselves and our emotions.*



Ask:

- *What is emotion?*
- *How do you know when you are feeling an emotion?*

Say: *Emotions are complicated because we can feel them in many places and for many reasons. An emotion is a strong feeling that comes from our situation, our moods and our relationships with other people. We feel emotions in our minds, in our hearts and also in our bodies.*

2. Presentation: High, Low, Good, Bad

Time: 35 minutes

Use your pre-prepared flipcharts to present the following activity.

Step 1

Say: *Some feelings can be described as bad or negative, and some feelings can be described as good or positive.*

Ask: *Can you give me some examples of positive or good feelings?*

Write the examples that the participants give up on the flipchart.



Ask: *How about some examples of negative or bad feelings?*

Write the examples that they give up on the flipchart.

Step 2

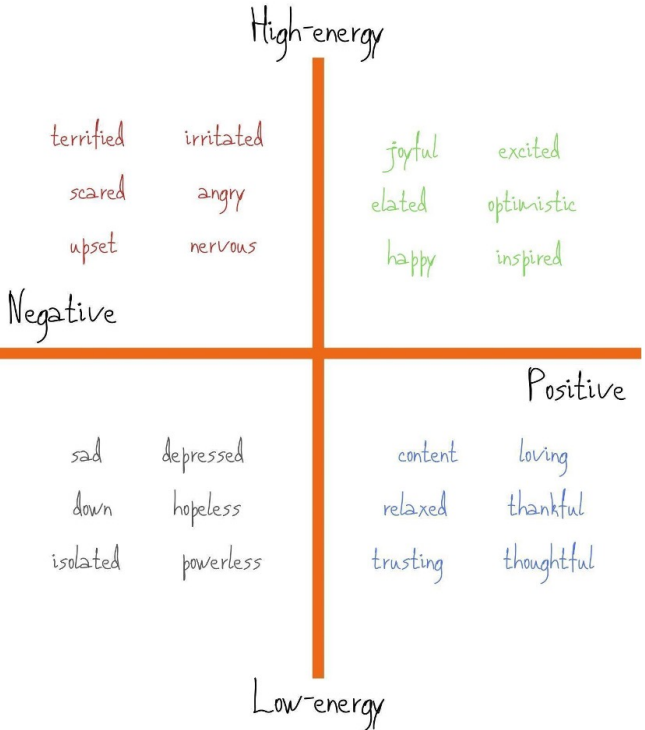
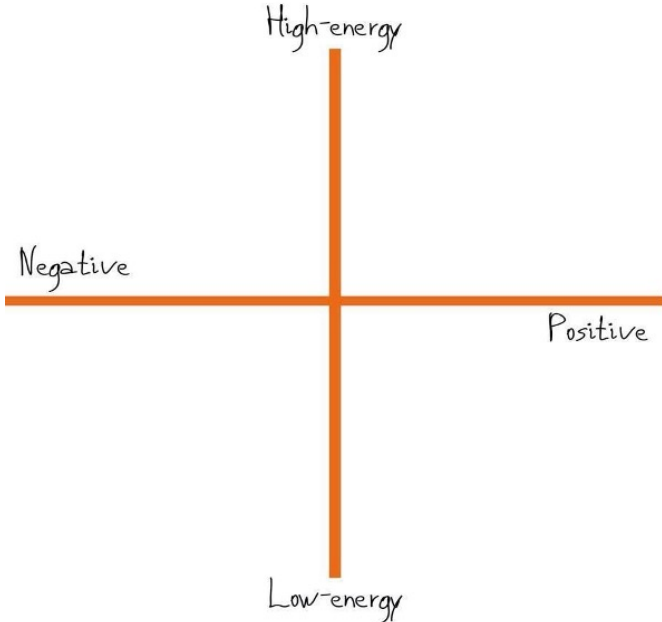
Say: *Some feelings can be described as high-energy, like anger or excitement, while others, such as sadness or feelings of calm, can be described as low-energy feelings.*

Step 5

Present the diagram you drew on the flipchart and move through the list of positive and negative emotions by identifying where they fall in the quadrants. Sometimes, participants may

disagree on whether an emotion is high energy or low energy – allow them to have some discussions around this!

Say: *With the arrow that goes up to down, we can see the high energy and low energy feelings. With the arrow that goes side to side, we can see the positive and negative feelings.*



Say: *Thank you for all of your contributions – together we have made an interesting map of all the different emotions we feel, both positive and negative, high energy and low energy and everything in between. Sometimes we only see feelings as positive or negative but there are a lot of sides to feelings and so it is useful to look at them from many sides.*

3. Evaluating My Emotions

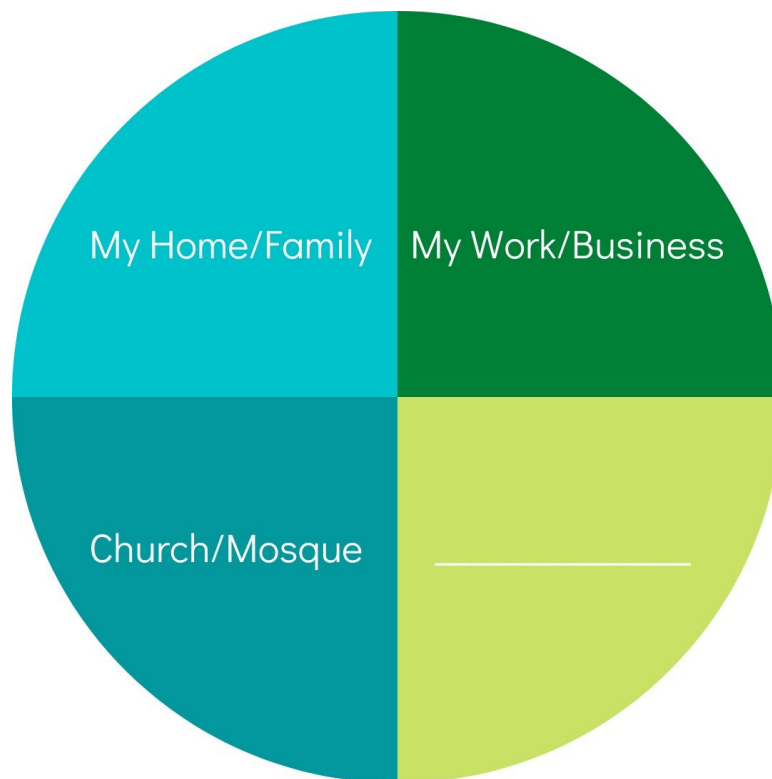
Time: 35 minutes

Step 1

Say: *It is important for us to be able to identify and understand our emotions because they can have a big impact on our lives and in our work and business. We will now spend some time understanding some of the emotions we attach to different parts of our lives.*

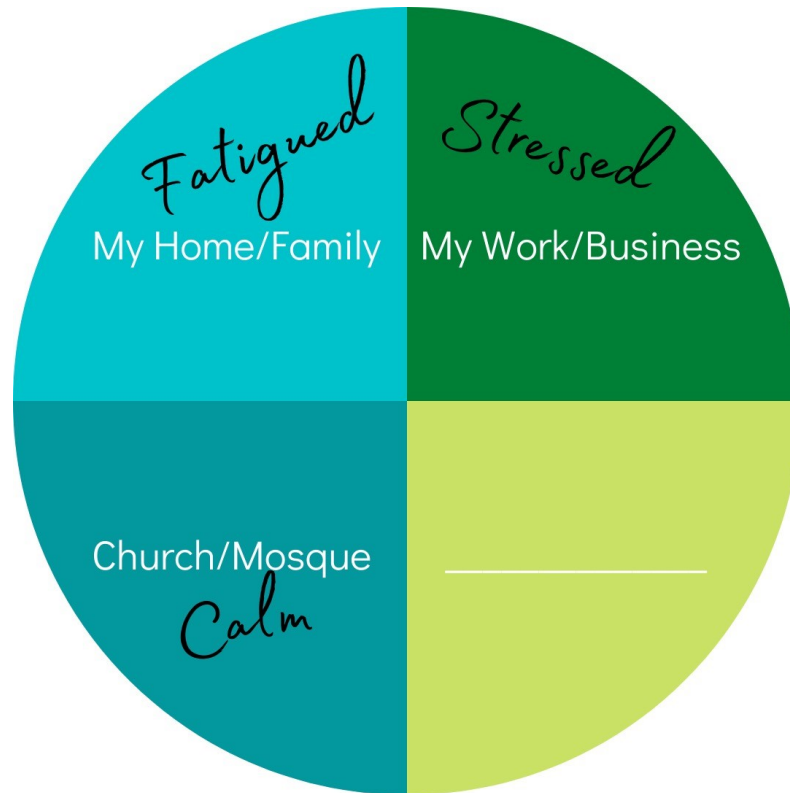
Step 2

Invite each participant to identify four different aspects of their lives. One should be their home or family life and one should be their business or work life; they can decide on the remaining two based on what other things are important to them. Some of these might be sports/social life, church/mosque, their community, school, My new APPEALS agribusiness, etc.



Step 3

For each aspect of their lives, participants should identify at least one clear emotion that they feel in connection to it. They have 5 minutes for this.



Step 4

Once the 5 minutes is up, invite each participant to identify where in the emotional quadrant each of their identified emotions fall. Is it positive or negative? High energy or low energy?

Step 5

Once participants have done this, invite them to think about where some of these emotions come from. If the emotions are negative, what is it that is causing them? If the emotions are positive, what is sparking those? They should try to be as specific as possible when thinking of these examples. They have 10 minutes for this.

Step 6

When the 10 minutes is done, divide participants into pairs and invite them to share the emotions they feel around their business. They should also share where they think the emotions are coming from. Each participant has 5 minutes to share.

Step 7

When the 10 minutes is done, debrief the activity using the prompts below.

Ask:

- *How was that?*
- *What are some of the emotions connected to your businesses?*
- *Where do you think these emotions come from?*
- *How do these emotions affect us?*
- *Why do you think it is important for us to be able to identify our feelings related to our business?*

Say: *Being aware of our emotions around our business can help us to always stay in control and to always move towards success. If we are aware of our feelings, we can take action on them. For example, it is ideal for our emotions around our business to be high-energy. Some of these might be negative and we will need to think about how we can overcome them. Some of these might be positive and we will need to think about how we can use them.*

In our next session, we will be looking at how to use or regulate our emotions so that we can be successful in our lives and in business.

Session 4: Emotional Regulation

Managing My Emotions

TIME: 2 hours

SKILLS:

Emotional regulation

| Activity | Time | Objectives | Materials |
|------------------------------------|--------|--|-----------------------------------|
| My Emotional Jug | 10 min | To learn about our emotional jug and what can happen when this overflows | Flipchart with jug Markers |
| My Jug: Containing my Emotions | 20 min | To think about what we can do to contain our emotions in moments of stress | Workbook Art materials |
| STOPP! | 10 min | To use the STOPP tool to pause and think about our emotions and our response | Flipchart and markers Workbook |
| 3 Deep Breaths | 10 min | To practice a calming mindfulness technique | |
| My Jug: Releasing my Emotions | 20 min | To think about what we can do to regulate our emotions through emptying our jugs | Workbook |
| My Jug and Business | 20 min | To think about how our strong emotions can negatively impact our business | Workbook |
| Introducing more Positive Emotions | 30 min | To introduce actions that induce more positive emotions in one's life | Dried fruit or a sweet |

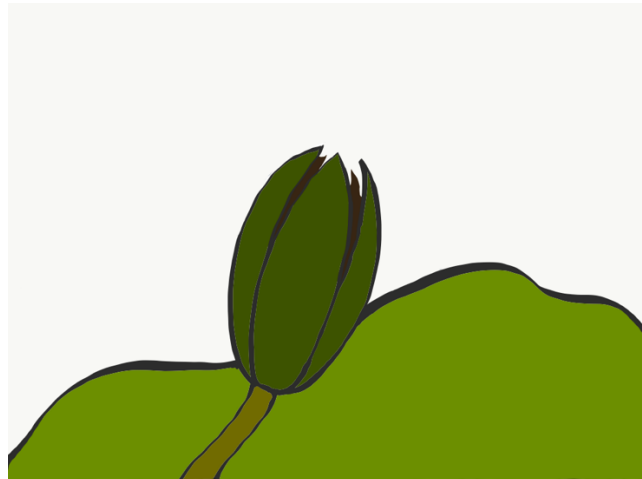
Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare a flipchart with an empty jug.



Prepare a flipchart with a spiral and a closed water lily



Prepare a flipchart with a spiral and an open water lily



1. My Emotional Jug

Time: 10 minutes

Step 1

Say: *In our last session, we looked at being able to identify and understand some of the powerful emotions we may experience. In this session, we will be talking about how to manage those powerful emotions.*

Reveal the picture you have already drawn of the outline of the jug.



Say: *One way of thinking about our emotions is that they store themselves in an emotional jug inside of ourselves. In a situation where we experience high-energy and low-energy*

negative emotions such as anger or fear and irritation, sadness, loneliness and depression, our emotions can start to build up inside us.

Colour in the first part of the jug to show it filling up.



Step 2

Say: *If we do not do anything to empty our jug, it will keep filling up higher and higher with all that emotion.*

Colour in some more of the jug to show the emotion 'building up'.



Step 3

Say: *And once our jug is almost full, it is very difficult to have control over our emotions.*

Colour in the jug to the very top.



Step 4

Say: *If our jug is almost full any small thing can make it explode and our emotions will go all over the place! When our jug overflows it is very hard to control our emotions.*

Draw water exploding out of the jug!

Ask: *Why is it important to be able to contain our emotions and stay calm?*

Note to the Facilitator: We do not want to encourage participants to suppress their emotions. All emotions are good. It is important that we acknowledge our emotions but do not direct them towards anyone. Taking a break or using techniques to express our emotions in a healthy way is important.



2. My Jug: Containing My Emotions

Time: 20 minutes

Step 1

Tell the participants they are now going to draw their own jug in their notebooks. Wait until all of them have gotten out their notebooks and then give them 5 minutes to draw the outline of a jug. They should **not** yet start coloring it in.

Step 2

Invite the participants to colour in their jug to where they think their emotions are right now. Is their jug nearly full or is it still empty? Perhaps it is somewhere in between? Give them 5 minutes to do this.

Step 3

Now invite participants to think about and name some of the negative emotions that are filling their jug.

Say: *There are two things we need to do when we are faced with negative emotions filling up our jug. The first is to contain our emotions in the jug, and the second is to make sure to empty emotions out of our jug before it spills over.*

Ask:

- *What are some things we can do to contain our emotions when we are upset?*
We can become aware of the strong feelings, we can take three deep breaths, we can take a walk or remove ourselves from the upsetting situation, etc.
- *Why is it important for us to be able to contain our emotions when it comes to business?*
Negative emotions can harm the way we approach our business, can limit our creativity and can impact the way we run our business as well as our client relationships.

Thank participants for their contributions and explain that we will now be looking at two techniques for containing our emotions in the moment.

3. STOPP!

Time: 10 minutes

Say: *A very useful way of helping us to deal with situations when our emotions are threatening to overwhelm us is to use the acronym STOPP.*

Show this to the participants on the flipchart.

Stop! and pause for a moment

Take a deep breath – notice your breathing in and out.

Observe

- Your thoughts
- Your feelings
- What are you reacting to?
- Sensations in your body?

Pull back – put in some perspective

- What's the bigger picture?
- Is there another way of looking at the situation?
- How important is this?

Practice what works – proceed

- What do I do now?
- What does this mean for me and for others?
- Does this fit with my values?

4. 3 deep breaths

Time: 10 minutes

Say: One thing we can do when we feel stressed or tired is to breathe deeply.

Ask the group to stand up, breathe in while raising their arms to the count of 4, and dropping their arms as they breathe out.

Explain that breathing deeply from our stomachs and not from our shoulders is very calming and can help us to contain our emotions and to stop the spiral of negative things.

We can do this at any time (without the arm movements!), and even in a public place, standing in a queue, when we are in bed or before we write a test or exam. It should become one of our daily habits.

Do: Let's practice again! (try 3 deep breaths without lifting the arms).



5. My Jug: Releasing My Emotions

Time: 20 minutes

Say: *Now that we have spent some time thinking and learning about how we can contain our emotions in the moment, let us spend some time thinking about how we can safely empty our jugs and regulate our emotions once the moment of conflict has passed.*

Ask:

- *How can we empty our jugs?*
We can do this by engaging in activities that we enjoy or that help us connect such as going for a run, listening to music, having a good cry, talking to a friend, etc.
- *Are there unhealthy ways people sometimes empty their jugs? What are these?*
- *What is the impact of using unhealthy things or avoidance to deal with our emotions?*

6. My Jug and Business

Time: 20 minutes

Step 1

Say: *Now that we have spent some time thinking about how to contain and release our emotions, let us spend some time thinking about what this means for us in a business setting.*

Step 2

Invite participants to think of a scenario in business that could or already has, filled their jug with negative emotions. When it is clear in their heads, they should write it in their workbook.

Step 3

Once they have done this, invite participants to unpack their negative emotion scenario using the following questions:

- *What steps can I take to contain or hold in these emotions in the moment?*
- *What steps can I take to release or empty these emotions later?*

Ask:

- *How was it to unpack your emotions around business in this way?*
In what situations do you think you might need to use these tools?
Encourage participants to give specific examples here – for example frustration when a supplier is charging high prices. Worrying when there are delays to deliveries of supplies or our own produce.
- *Why is it important for us to think about how to contain our negative emotions and responses when it comes to our business?* *When we allow our jugs to spill over in business relationships this can look unprofessional on our part. It can also destroy our*

relationships. This is a first important step to influencing other people in our business. Later in this workshop we will be learning some more influencing skills.



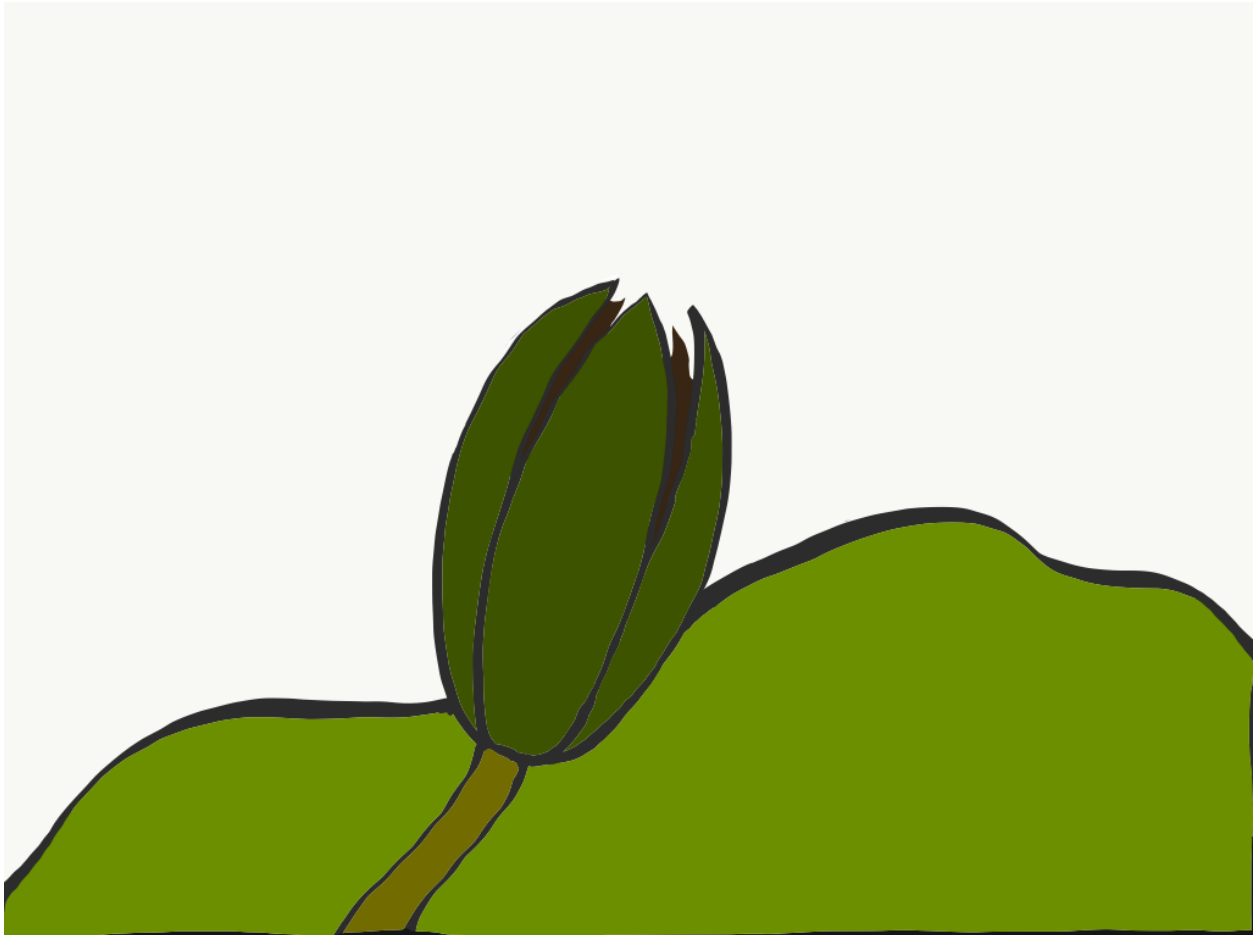
7. Introducing more Positive Emotions

Time: 30 minutes

Say: *When we experience a lot of frustration in our lives or in our business, our negative emotions seem to expand! One frustrating experience leads to another. This can make us spiral down emotionally (show flipchart of spiral).*



Negative emotions can make us close up, like a water lily without the sun. This limits our view, makes it harder for us to connect with others and can even impact our creativity or our ability to solve problems effectively.



One way of changing this is to consciously introduce more positive emotions into our lives. We are going to learn some simple ways of doing this.

We need to have many more positive emotions than negative in our lives to be happy. In fact, we need to have three positive emotions for every negative emotion that we experience. That is a lot!

Positive emotions do so much for us. They open us up like a flower! We become more open to

- *New experiences*
- *Learning new things*
- *Trying out new things*
- *Creative problem solving*
- *Getting to know new people.*



So, we need to increase the number of positive emotions in our lives and here are some of the things we can do.

a. Savouring



Say: *Now we are going to practice something called “savouring”. This means taking the time (slowing down) to really enjoy something, to notice what you love about it. It could be drinking a cold coca cola on a hot summer day, or the smell of a new baby or a tiny puppy, or enjoying the winter sun on my back, or a really good meal, or my first cup of tea in the morning.*

There are a few steps to doing this.

Show the flipchart:

- **Slow down**
- **Pay attention to what you are doing**
- **Use all your senses (sight, sound, taste, smell and touch)**
- **S-t-r-e-t-c-h out the experience.**
- **Think about how you are enjoying it.**

Let’s try it out!

Distribute the dried fruit or sweet so that each person has one.

Ask them to just hold this in their hand and look at it and appreciate its colour and shape.

They should slowly unwrap the sweet.

Say: *Now put it in your mouth and start to move it around. Taste it. Feel its shape and texture. VERY slowly eat it. You have 3 minutes to do this.*

After the exercise ask them to say what the experience was like.

The experience should be heightened by the slow and mindful eating of the fruit/sweet.

Remind them what was said earlier about slowing down ANY good experience we have to fully appreciate it in our lives. We can do this at any time.

Ask: *What things can you savour in your business?* These could be enjoying the warm sun on your back as you work in your fields, savouring your harvest as it piles up, seeing your bank account filling up once you have been paid etc.

b. Improving our posture

Say: *Stop for a moment and pay attention to how you are sitting right now. Are you sitting very small and hunched up or in a closed way with your arms across your chest? Or are you sitting upright and confident? We call this our body language and it tells us a lot about each other – how we feel and what we are thinking.*



When you need positive emotions, one very quick way of generating them is to change your posture – the way you are sitting or standing and your body language.

Let's try it out! Everyone get up and let us all stand in a power pose! This means feet apart, hands proudly on your hips, chest out and chin up. Put a small smile on your face.

Notice how you feel! Just a simple smile can bring on a positive emotion.

Ask: *When do you think you might use positive body language in your business?*

This is really important in a significant negotiation or when working with customers, or suppliers.

c. Connecting with Others



Say: *We experience positive emotions when we interact with others in a very real and connected way. Often, we are busy and thinking about other things and we don't have time to speak to and connect with, listen to and find time for our friends and family.*

Ask: *How do we give someone our full attention?*

Say: *In this session we have learnt one new way of stopping or changing some of our negative emotions when our jug starts to fill and three new ways of increasing our positive emotions every day.*

- *If we feel overwhelmed by negative emotions we should STOPP and breathe – remember 3 deep breaths!*
- *To increase positive emotions, we can savour the small things in life, create a positive posture (body language) and connect with another person by giving them our full attention.*

If we can increase our positive emotions every day, we will find that we are more content, more creative, more able to solve problems in our lives and we will start to spiral up instead of spiraling down. (show flipchart)



d. Laughter is the Best Medicine

Say: *Laughter is another really important way of ensuring we experience positive emotions. It makes us relax and releases tension. Let's finish this session by forming a circle and each person having a time in the middle showing us the funniest or silliest dance move they know. Let's whistle and drum and stamp and enjoy ourselves!*

Session 5: Interpersonal Relatedness

Growing Relationships

TIME: 2 hours 10 minutes

SKILLS

Interpersonal Relatedness

| Activity | Time | Objectives | Materials |
|------------------------------------|--------|--|--|
| Relationships: Who are we close to | 20 min | To identify who we are close to and the reasons why we have formed close bonds with this person | Workbook Flipchart and markers |
| African Truths | 30 min | To extract some important cultural truths about relationships from mostly African proverbs. | Proverbs cards Blank cards Prestik |
| Business Relationships | 40 min | To identify all the people we might have a relationship with in business and apply the truths of the proverbs to these relationships. To learn the importance of having a network and how to initiate relationships. | Flipchart and markers |
| Trust Walk | 20 min | To experience what it is like to have to trust someone | |
| Ingredients of Trust | 20 min | To know the ABCD of building trust in relationships | Ingredients of trust cards |

Preparation

Prepare relationship proverbs on A5 cards. You will need 8 blank cards available for them to write the meaning of the proverb.

| | |
|--|----------------|
| If you want to go fast, go alone. If you want to go far, go together. | <i>African</i> |
| No Man is an Island | <i>English</i> |
| If you choose to make a friendship with a pig, be prepared to live in the mud. | <i>African</i> |
| Whenever you give, be sure of getting over 10 times back. | <i>Yoruba</i> |
| Always hold a true friend with both your hands. | <i>Nigeria</i> |
| Sticks in a bundle are unbreakable. | <i>African</i> |
| Choose your fellow travelers before you start your journey. | <i>Nigeria</i> |
| In good times friends know you and in bad times you know them. | <i>Nigeria</i> |

Prepare ingredients of ABCD A5 cards:

| | | | |
|-------------------|-------------------------|------------------------|-------------------------|
| Being Able | Being Believable | Being Connected | Being Dependable |
|-------------------|-------------------------|------------------------|-------------------------|

1. Relationships – who are we close to?

Time: 20 minutes

Step 1

Say: *In this session we are going to think about relationships – personal relationships as well as business relationships. Let's start by brainstorming all the different relationships we have in our lives. Capture these on the flipchart.*

- Extended family relationships – partners, children, parents, siblings, aunts and uncles and cousins
- Friendships
- Neighbours
- Community
- Business relationships
- Church relationships
- Competitors
- Collaborators

Step 2

Think for a moment about someone you are really close to from this list.

Ask:

- *What are some of the “ingredients” of your closest relationship that make it work?*
Capture all the ideas on the flipchart.
 - Shared interests
 - The same values
 - Able to talk honestly and openly, even when things are not going well for us.
 - There is trust
 - Known each other a long time.
 - Friend is honest/reliable/trustworthy/has integrity
 - Mutual respect
 - Non-judgmental
 - Love each other

2. African Truths

Time: 30 minutes

Say: *As humans, we were built to be connected to, and in relationship with others. There is a lot that can be learnt from our African proverbs about relationships. A proverb is a wise saying that people in a culture know and understand. One generation tells another generation.*

Ask: *What are some of the Nigerian proverbs you can think of from your culture?*

Say: *I will divide you into groups and give you a proverb. Spend time working out together what the proverb means. You have 10 minutes for this.*

Step 1

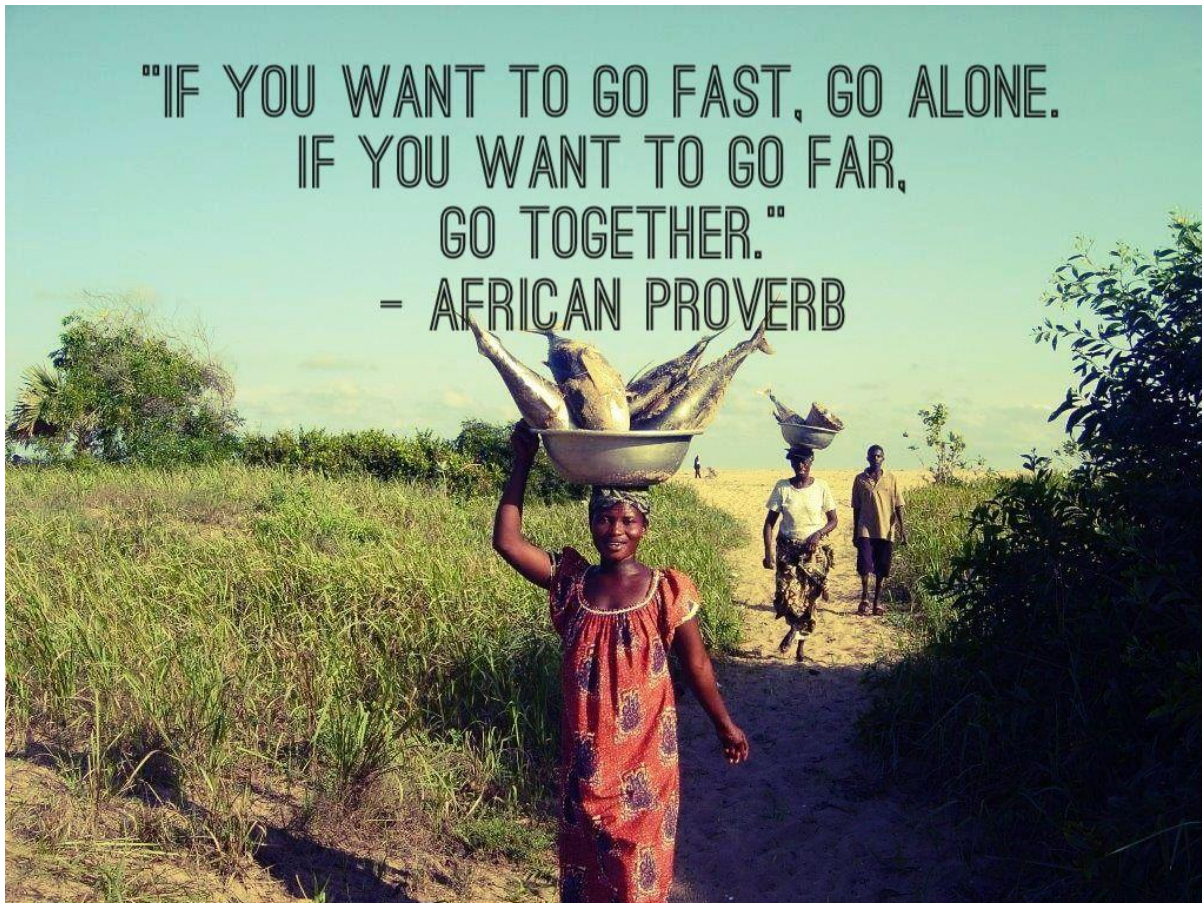
- Divide participants into 5 groups and give them the proverbs card and blank cards to write what it means. Keep time.

Step 2

- Ask a representative from each group to come up and stick the proverb up on the wall and read what it means. Clarify if there is any confusion based on the meanings below.

Say: *These ancient proverbs give us a wonderful sense of why we need to choose good relationships in business and in life.*

| Group | Proverb | Meaning |
|-------|--|---|
| 1 | If you want to go fast, go alone. If you want to go far, go together. <i>African</i> | While it can be very efficient to do things on your own, if you want to do more, achieve greater things, you need to do it with others. |
| 2 | No Man is an Island <i>English</i> | Men and women cannot survive alone. They need others for their happiness, success, and protection. |
| 3 | If you choose to make a friendship with a pig, be prepared to live in the mud. <i>African</i> | Be careful who you choose to be friends with. If you choose the wrong people they will take you down with them. You will find yourself behaving in ways that you are not proud of and others don't admire you for. |
| 4 | Whenever you give, be sure of getting over 10 times back. <i>Yoruba</i> | Give what you have because those who are generous and kind will receive that generosity and kindness back from others. |
| 5 | Always hold a true friend with both your hands. <i>Nigeria</i> | It is difficult to find and keep true friends. When you find them, protect the friendship, and do everything you can to keep them. |
| 6 | Sticks in a bundle are unbreakable. <i>African</i> | When we are alone, we are more vulnerable and can be broken, when we join with others we are stronger together. |
| 7 | Choose your fellow travelers before you start your journey. <i>Nigeria</i> | If you want to do something, be careful who you choose to work with. |
| 8 | In good times friends know you and in bad times you know them. <i>Nigeria</i> | It is easy for people to be friendly with us when things are going well but when things are not easy for us, our true friends are the ones who will still be there, checking on us, caring and supporting. We need to be sure we are good friends when others are going through a bad time too. |



3. Business Relationships

Time:40 minutes

Say: *Now let us consider the relationships we have in our agri-businesses.*

Capture participant's ideas on the flipchart. Ensure these are included on the list:

- With a business partner
- With those we employ (staff)
- Those who support our business informally – perhaps family members, friends – might help with planting or harvesting
- Our suppliers – those who supply us with equipment, seed, animals, fertilizer, feed etc.
- Service providers – who provide transport, or specialist support and machinery
- People in financial institutions – where we bank, borrow money etc.
- Other business people – our network
- Customers
- Competitors

- Collaborators
- Experienced individuals (mentors/ teachers)
- Government agents (extension officers, field support staff, business facilitation and regulation agencies - SMEDAN, CAC etc)

Say: *Although we call these our “professional relationships”, it is many of the same qualities that still apply to building good relationships with business partners, customers, and teams. Let’s take a look at the proverbs again and see which of these apply to business relationships.*

| | |
|---------------------------------|---|
| Note to the Facilitator: | All of the proverbs apply to business as well. Be careful who you choose to go into business with, if they don’t turn out to be good people, people will judge you based on your association with that person. Working with others makes us stronger together. Nurture the good business relationships you have. Be generous and others will return the favour. |
|---------------------------------|---|

Say: *All of these relationships together form our NETWORK. We establish a network by making connections with people who can support us, provide knowledge and access, expertise, partnership and alliances etc. When we start out in business we have to actively develop our network by forming new relationships. Sometimes that can be challenging, particularly if we are shy or reserved and not used to reaching out to others.*

Let’s think about how we look for a potential partner to date! For some us this is happening right now, for others, it might have been a long time ago since you last had to worry about how to approach a person to ask them if they would go on a date with you or be your girlfriend/boyfriend.

Ask: *Who can tell us how they might initiate or start a relationship?*
 Ask a friend to introduce you, make an arrangement with your parents to talk to her parents, send the person a letter, talk to them, impress them with your skills, send a gift, flirt with them, give them compliments, assure them of your sincere or good intentions, help them out in a difficult situation, go to the places where they go.

Say: *In African culture it would be really important to show the family that your intentions are good. They would need to trust you before they would let you near their daughters!*

In many ways it is no different with building a network – you need to “woo” (attract or approach) the right people.

Ask: *How would you do this?*

- Arranging an introduction from someone who already knows the person you want to get to know.

- You can approach the person through writing a letter, talking to them, sending a message.
- You can invite them to see/taste/experience your produce or to see you demonstrating something
- You could send them a gift – particularly some of your produce to try
- Think about what contacts you have that you could offer them
- You could go to the places where they are – where they hang out. Where are these?
- You can find out more about them and what they do well.
- You can compliment them. “I was hoping to buy my chicks from you because I hear from others that you are a reliable and trustworthy person to do business with”.
- Look for opportunities to do them a favour.
- Ask for some advice, but don’t take up too much time.
- Always remember to say thank you.
- Follow up.

Personal Journal Work

Say: *In your workbooks write down who is already in your network.*

- *Now identify some of the people are that you would like to, or need to, include in your network.*
- *Identify the person whose relationship you would most like to cultivate or develop.*
- *Decide which of these strategies we have talked about today could be used to network with that person.*

Give 10 minutes for this exercise.

Work in 3's

- Divide participants into groups of three and give them 10 mins to share their strategies for getting one more person into their network.
- Bring group back to plenary.
- Ask if one or two people would like to share their strategies with the group.

Say: *Once we have initiated a relationship with someone to be part of our network, the important thing is to continue to build that relationship through being reliable, trustworthy, accountable and authentic.*

4. Activity: Trust walk

Time: 20 minutes

Say: *A big part of building healthy relationships at home and at work is about building trust.*

Ask: *What does trust mean to you?*

Do: Invite some of the participants to share their thoughts.

Thank the participants for their responses.

Say: *Now we are going to play a game that can help us explore trust a bit more.*

Step 1:

Divide the participants into pairs.

Step 2:

Say: *We are going to do something called a trust walk. One of you is going to close your eyes, and the other is going to guide you around the room. Spend a moment deciding who will close their eyes and who will lead.*

Step 3:

Give the participants a moment to decide who will have their eyes closed and who will lead.

Invite the person who will be leading to stand behind their partner and put both of their hands on their partner's shoulders.

Step 4:

Invite the followers to close their eyes and the leaders to guide their partner gently and safely around the room, making sure not to bump into anybody. Give them a few minutes to do this.

Step 5:

After a few minutes has passed and the participants seem to be more comfortable with the activity, tell the leaders to stop and tell the followers they can open their eyes and then swap roles and do it again.

Step 6:

When the second round is complete, invite everyone to take their seats.

Ask:

- *What did it feel like to have your eyes closed and be led around the room?*
- *What was it like to try and lead someone around the room with their eyes closed?*
- *How do we develop trust with someone?*

Trust should be earned. It doesn't always come quickly for some people. In this exercise there was responsibility felt by those who were leading and some anxiety felt

by those who were being lead. Some of them relaxed once they realized they could trust the person who was leading them.

5. Ingredients of Trust

Time: 20 minutes

Say: *We had to trust the leaders to take us safely around the room. It is an important part of any relationship. We do not want to be with someone who would lead us into danger. It is not easy to decide who we can trust and we may have more trust with some people than others.*

Ask:

- *Who is someone you trust?*
- *Why do you trust them?*

Say: *Sometimes it is difficult to trust because of things that have happened to us in the past.*

Say: *Some of the important ingredients of a trust relationship in business or personally can be remembered as the ABCD's of trust: (show cards)*



Able – means you are good at your job and you have the necessary skills and abilities needed, as well as a track record to support this.

Believable – means that you need to show integrity and do the right thing in all aspects of your life.

Connected – means you are kind and sincere and show concerns for all those you work with and do business with.

Dependable means you are consistent and reliable at all times.

Say: *In your workbook answer the questions:*

- *Where are you strong in these four aspects?*
- *Where can you improve?*

Say: *You will not be able to build trust if your work is poor, and sometimes there is a question mark about your integrity or your honesty. If you do not treat the people around you with respect and care and you are not reliable in doing what you promise, it is impossible to build trust. **And the strange thing is that if you are just bad at ONE of these, trust can be broken.***

Ask: *In your experience what are some of the things you can do if you have to work with someone who is difficult or not trustworthy?*

Answers could include:

- Keep it very professional with them
- Don't share personal or private or confidential information
- Set very specific deadlines and expectations (write these down if possible)
- Don't let little things slide when they do things that make you feel uncomfortable. Point these out to them immediately.
- Keep good records (which is why it is good to write things down) of unreliable behaviour or poor work.
- Make sure you don't react emotionally with that person – they can use this against you.

Say: *We have learnt some of the important ingredients of good relationships in this session, with trust at the centre of this, but also reminded ourselves that there are people we have to work with who are not trustworthy. Sometimes it is difficult to walk away from these. We have shared some ideas for how to protect ourselves against these people.*

Session 6: Listening and Empathy

Hearing and Seeing Others

TIME: 1 hour 40 minutes

SKILLS

Listening
Empathy

| Activity | Time | Objectives | Materials |
|------------------|--------|---|----------------------------|
| Active Listening | 60 min | To learn what active listening is and practice it | Question Cards |
| Empathy | 40 min | To practically demonstrate a simple definition of Empathy | Post it notes Flipchart |

Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed

Prepare the question cards below:

| Closed Questions | Open Questions |
|--|--|
| How old are you? | How are you today? |
| Where do you live? | What do you think about girls getting married early? |
| Where were you born? | Why do parents set rules? |
| How many brothers and sisters do you have? | What are you planning to do for your daughter's party? |
| What day is it today? | What should our next step be? |
| Would you like some tea? | Why do you think your mother is ignoring your calls? |
| Is it true that you don't like spicy food? | Why do you admire your father so much? |
| Who phoned you? | Where does your strength come from? |

Prepare a flipchart with information about how to develop empathy

- Be kind.
- Be curious.
- We don't need to fix anything or offer advice.
- Try to understand how the person is feeling.
- Try to understand their perspective or point of view.
- Let them know they are not alone in these feelings.
- Sympathy is feeling sorry for someone – that is often not helpful for them. Empathy enables us to feel WITH a person.
- Let the person know that you are grateful they shared with you.

1. Listening

Time: 60 minutes

Say: *Listening is one of the most important skills we need to build relationships. We are going to do some exercises to learn what active listening is.*

Listening Exercise 1: What is active listening?

Step 1

Divide participants into pairs. Ask them to each think of something really great that happened to them recently. Explain that they will each have a turn to speak about that experience. They have 2 minutes to tell the story. The other person should show them in every way that they can that they are NOT listening. Time them and then swap roles.

Step 2

Ask:

- *What was it like to NOT be listened to?*
- *How did you know your partner was NOT listening to you?*
Looking away, doing something else, body language.

Step 3

Say: *Now in the same pairs, think of something that has been difficult to deal with recently. Describe this situation to your partner in two minutes. Your partner should listen actively and with all their hearts.*

Time the first person and then get them to swap roles.

Ask:

- *What was it like to be listened to?*
- *How did you feel?*
- *How did you know your partner was listening?*
Eye contact, head nodding, focused on you, body is faced towards you and is still, not doing something else.

Listening Exercise 2: Asking Good Questions

Say: *One of the ways we can let people know we are listening is to ask good questions. If we ask a good question, then they know we have been listening carefully and it encourages them to talk more, so we understand their situation better.*

There are two types of questions, open and closed questions:

- *Closed questions* are for gathering facts and specific information and will give you one answer



Examples of closed questions:

- How old are you?
- Are you happy?
- What is the name of your village?

- **Open questions** are for getting many answers and to get deeper personal information.

Examples of open questions:

- How are you feeling?
- How was the experience for you?
- What is life like in your village?

- Place the cards with the following questions on them on the floor in front of the group. Mix them up. Ask participants to pick one up and decide whether the question is open or closed.

| Closed Questions | Open Questions |
|--|--|
| How old are you? | How are you today? |
| Where do you live? | What do you think about girls getting married early? |
| Where were you born? | Why do parents set rules? |
| How many brothers and sisters do you have? | What are you planning to do for your daughter's party? |
| What day is it today? | What should our next step be? |
| Would you like some tea? | Why do you think your mother is ignoring your calls? |
| Is it true that you don't like spicy food? | Why do you admire your father so much? |
| Who phoned you? | Where does your strength come from? |

- Notice how the open questions OPEN up conversation. CLOSED questions are useful when you want specific questions.
- Ask the participants to brainstorm a list of really good questions they can ask to open up conversation. Capture these on the flipchart.

These are some useful questions:

- Tell me more?
- What else happened?
- What happened next?
- What would you like to do next?
- How can I help?
- What were you needing in that situation?
- How did you react?
- Why do you think they responded in that way?
- What action do you want to take now?

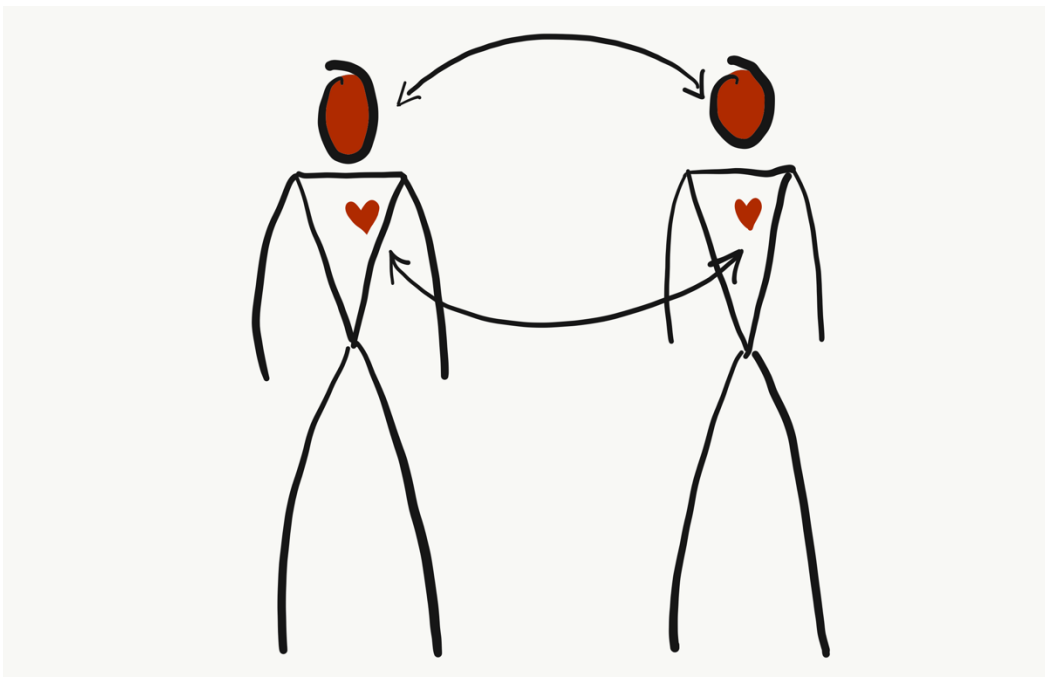
- How will you do this?
- What is the next step?

Say: *Someone who asks us good questions can help us think more about a situation, things become clearer and often we can find our own solutions. Asking good questions is better than giving advice.*

Listening Exercise 3: Listening at the level of the head and the heart

Step 1

- Ask participants to now describe their plans for how they will be developing their agri-business and some of the challenges they are facing.
- The listener should be listening for at the level of the HEART (feelings) and the level of the HEAD (facts and perspective)
- Give 3 minutes for this and then ask the listener to feedback the FACTS & PERSPECTIVE of the storyteller and what they think the person might FEEL about it.
- Then swap around and time the other story for 3 minutes. Ask the other listener to feedback what they heard.
- They should check that what they heard is correct.



Step 2

Ask:

- *How could you identify how someone FEELS about something they are describing?* Their tone of voice, they may tell you, body language, the words they use to describe the event etc.
- *How can you identify what someone THINKS about a situation?* They often say “I think...” You can tell by some of the words they use

2. Empathy

Time: 40 minutes

| | |
|-----------------------------|--|
| Note to Facilitator: | This exercise should be done with a very serious tone that sets the scene for the gravity of the experience. You need to hold people’s burdens very carefully and ask the group to do the same. At the end, collect the pieces of paper and keep them safely until after the workshop. |
|-----------------------------|--|

Say: *We will now be learning about empathy. In this first exercise we are going to think of a particular burden we are carrying around right now and anonymously write this onto a piece of paper. We will then choose someone else’s paper and imagine ourselves into that person’s situation.*

Step 1

Distribute post it notes (make sure they are all the same colour and therefore not identifiable as belonging to someone else) or a small piece of paper to each of the participants. Ask them to write on the paper something difficult they are carrying with them in their lives; something that is heavy and worries them a lot. This should be anonymous – it should **not** have their name on it. They should fold it in 4.

Step 2

Collect the pieces of paper from each person into a small basket or container. Shuffle these around and distribute them back to the group. If they receive their own paper they should say so and swap it for another in the container.

Step 3

They should quietly read the challenge someone in the group has and use their imagination to think about how it would be to have that particular challenge. They should try to stand in that other person’s shoes for a moment.

Then they should pass on the paper to the person on their right around the circle and sit for a few minutes holding this new problem and using their imaginations to think about what it would be like to deal with this issue in their life. Give people 3 experiences of different problems. Then ask them to carefully put them back into the basket or box.

Say that you will be holding these challenges carefully and respectfully for people for the duration of the workshop.

Step 4

Ask:

- *How did it feel to write your challenge down and put it into the box?*
- *How did you feel when you read about other people's challenges?*

Say: *Empathy is our ability to connect with others and stand in their shoes, in their world, for a moment. It is not always a very comfortable experience!*

It is about connecting to the emotion the person is feeling, rather than the experience (we may not have had the experience before, but often we have had the feeling before). This requires us to use our imagination to think about how we might feel in the situation, or how we felt in similar situations, and to listen carefully for feelings when they speak.

It is also about hearing someone's perspective, their point of view, their attitude towards something - what do they think about something?

Harper Lee who wrote a famous book called To Kill a Mockingbird said, "You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it.

Empathy is not always easy to show to everyone. Usually when a friend loses a loved one we can find it easy to have empathy for that. We can imagine how it would be to lose our mother, father, child etc. And we are able to use our experience to connect with the experience of others. Some people are harder to empathise with.

Ask:

- *Are there any people in your life or your business who are difficult to empathise with?*
- *What are the barriers we experience to feeling empathy with someone?*
It is sometimes hard to empathise with people who are different to ourselves, who have different values and our judgement gets in the way.
- *Why is it sometimes worth trying to empathise, even if we don't feel like it?*
When someone expressed genuine empathy towards us we feel we are not alone. This can help us to cope better, to be better husbands, children, workers, suppliers, customers etc.
- *How can empathy with customers help us do well in business?*

It helps us to anticipate what they need and want. They feel understood and helped and the relationship is strengthened.



Say: *So empathy is about just being there for someone. It is about connecting with someone so that they know they are not alone.*

There are a few ways we can do this. Show the prepared flipchart one by one:

- Be kind.
- Be curious.
- We don't need to fix anything or offer advice.
- Try to understand how the person is feeling.
- Try to understand their perspective or point of view.
- Let them know they are not alone in these feelings.
- Sympathy is feeling sorry for someone – that is often not helpful for them. Empathy enables us to feel WITH a person.
- Let the person know that you are grateful they shared with you.

Say: *You will find this information in your workbook. Learning to express empathy can improve all your relationships very significantly.*

| | |
|-----------------------------|--|
| Note to Facilitator: | Some participants may ask you the difference between sympathy and empathy. Empathy is the ability to understand someone's feelings as if we were having them ourselves. Sympathy refers to the ability to take part in someone's feelings, mostly by feeling sorrowful about their misfortune. Sympathy is not helpful for the other person and becomes very draining for the person who has the sympathy. |
|-----------------------------|--|

Session 7: Interpersonal Influencing and Expression

Positively Influencing Others

TIME: 2 hours

SKILLS DEVELOPED:

Interpersonal influence
Expression

| Activity | Time | Objectives | Materials |
|----------------------------|--------|--|-------------------------------------|
| Introduction | 30 min | Understand the importance of constructive communication | |
| Presentation: I Statements | 30 min | To become familiar with an influencing tool for constructive conflict resolution | Flipchart Markers |
| Doing it for Ourselves | 60 min | Practice using the tool through agribusiness scenarios and role plays | Scenarios Paper Art materials |

Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare the following poster:

"I" Statements

When you.....

I feel...

I understand that...

It would be helpful if...

"I" Statement Scenarios:

Scenario 1: A customer returns produce claiming it is not up to his standard but you can see that there is nothing wrong with it. The customer demands a refund. Develop an "I" Statement to communicate effectively with him.

Scenario 2: Your supplier seems to be giving discounts to others but not to you. Develop an "I" Statement to tell her how this impacts you.

Scenario 3: In the last 3 months, your agribusiness has not been doing well but your partner is always wanting money from you, even though you do not have any. Develop an "I" Statement to tell him or her how this makes you feel.

Scenario 4: A fellow agribusiness owner is always asking to borrow money from you and never pays it back. Develop an "I" Statement to tell them how this makes you feel.

Scenario 5: Your family want you to use your agribusiness money to buy a car and are putting a lot of pressure on you to find a job. Develop an "I" Statement to tell them how this makes you feel.

1. Expression

Time: 30 minutes

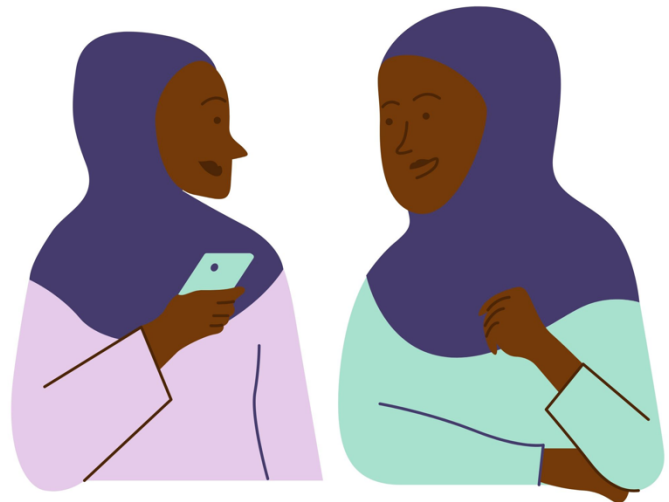
Say: *In our last session, we looked at some of the skills we can use to relate with others. In this session, we will look at how to positively influence others through building trust, expressing ourselves clearly and openly and dealing with conflict in constructive ways.*

Let us first talk about the role of expression in influencing others by looking at some of the different ways to communicate how we feel.

Ask: *What are some of the ways people communicate their feelings?*

People shout or go very quiet, sometimes they might ignore you, some people become violent, cry, or tell their neighbour or a family member about it.

Say: *A lot of the time, people do not find it easy to communicate how they are feeling, but it is really important. If we do not clearly communicate how we feel, people are left to guess, and that can bring more problems.*



Ask: *Why do you think it is important for us to communicate clearly about how we are feeling?*

It is very hard for another person to know what we are thinking and feeling if we are not clear they could completely misunderstand us if I never say anything my jug will slowly fill to the top and one day I might just explode.

Say: *When we communicate with others, we also need to take steps to ensure that we have been heard. Part of this is being clear with what we are saying but the other part is being able to speak clearly and to check that we have been understood by the other person.*

We will now play a quick round of 'broken telephone'.

Explain to participants that you will whisper a message to the person next to you that they must pass on to the person next to them and so on. When the message reaches the last person, they must say the message out loud for the group to hear. Compare that message with the original message you shared!

Say: *It is quite easy for messages to get confused!*

Ask: *What can we do to ensure that we are heard and that our message is clear and understood?*

2. Presentation: "I" Statements

Time: 30 minutes

Say: *We already know that feelings are complicated. If we walk up to someone and start shouting at them, they will normally start shouting back.*



If we walk up to someone and talk to them in a calm and clear way, there will be a much higher chance that they will also be calm and clear. Isn't that amazing? We can control how other people respond to us, simply by controlling our own feelings! Sometimes it can be scary to tell someone how we are feeling, especially if we are feeling angry or frustrated with them. But there is a really simple way for us to learn how to do this in a safe way. Now we are going to learn this and practice this.

Step 1

Say: *Who do we tell? This tool is best when we use it to communicate our feelings to a person who has done something that has made us feel hurt or annoyed in some way.*

Step 2

Say: *We need to tell them what action they did that upset us. Perhaps your boyfriend or girlfriend has been out drinking every night with their friends.
How do we say it? Like this:*

When you...upsetting action...

Example: When you go out drinking every night...

Step 3

Say: *Now we need to tell them how their action made us feel.
How do we say it? Like this:*

It made me feel...emotion/feeling.

Example: When you go out drinking every night, it makes me feel worried and lonely.

Step 4

Say: *We need to see things from their point of view. If they see that we are trying to understand them, they will be less likely to respond in anger. Try and put yourself in their shoes...imagine what they might be thinking or feeling.*

How do we say it? Like this:

I understand that...what the person might be thinking or experiencing...

Example: When you go out drinking every night, it makes me feel worried and lonely. I understand that you are having fun with your friends after a long day at work...

Step 5

Say: *Our final step is to tell them how we would like things to be from now on. It is important to always have a helpful solution ready so that the person knows very clearly about how they can change the action that upset you.*

How do we say it? Like this:

It would be helpful if...solution/what you would prefer in the future...

Example: When you go out drinking every night, it makes me feel worried and lonely. I understand that you are having fun with your friends after a long day at work, but it would be helpful if you could let me know when you will be home, and maybe we can go on a date night once a week so that we can spend more time together.

Say: *This is something that you can use in all areas of your life: at home, at school, in your relationships and out in the community.*

3. Doing it for Ourselves

Time: 60 minutes

Step 1

Divide the participants into 5 groups. Give each group one of the scenarios below and ask them to develop an “I” Statement together that they will present as a role play! Each group has 15 minutes to do this.

Scenario 1: A customer returns produce claiming it is not up to his standard but you can see that there is nothing wrong with it. The customer demands a refund. Develop an “I” Statement to communicate effectively with him.

Scenario 2: Your supplier seems to be giving discounts to others but not to you. Develop an “I” Statement to tell her how this impacts you.

Scenario 3: In the last 3 months, your agribusiness has not been doing well but your partner is always wanting money from you, even though you do not have any. Develop an “I” Statement to tell him or her how this makes you feel.

Scenario 4: A fellow agribusiness owner is always asking to borrow money from you and never pays it back. Develop an “I” Statement to tell them how this makes you feel.

Scenario 5: Your family want you to use your agribusiness money to buy a car and are putting a lot of pressure on you to find a job. Develop an “I” Statement to tell them how this makes you feel.

Step 2

When the 15 minutes is done, invite each group to share their “I” Statements. Congratulate them on their hard work. When the group is done, you can share the below examples with them.

Scenario 1: A customer returns produce claiming it is not up to his standard but you can see that there is nothing wrong with it. The customer loudly demands a refund. Develop an “I” Statement to communicate effectively with him.

Example: When you ask for a refund without considering the impact this could have on my reputation, it makes me feel disrespected and pressured. I understand that you are not happy with the quality of the produce, but I would prefer if you would speak to me quietly and respectfully so that we can come to an agreement.

Scenario 2: Your supplier seems to be giving discounts to others but not to you. Develop an “I” Statement to tell her how this impacts you.

Example: When you give discounts to others, it makes me feel worried and concerned. I understand that you are making decisions that are best for you, but I would appreciate if in future, you could charge us all equally.

Scenario 3: In the last 3 months, your agribusiness has not been doing well but your partner is always wanting money from you, even though you do not have any. Develop an “I” Statement to tell him or her how this makes you feel.

Example: When you continuously ask me for money, I feel taken for granted. I understand that you are used to someone supporting you financially, but it would be helpful if we could sit down and talk about what we can and cannot afford together.

Scenario 4: A fellow agribusiness owner is always asking to borrow money from you and never pays it back. Develop an “I” Statement to tell them how this makes you feel.

Example: When you borrow money from me and never pay it back, I feel disrespected and taken advantage of. I understand that things are tough for you financially, but I would appreciate if you would not ask to borrow money from me in the future.

Scenario 5: Your family want you to use your agribusiness money to buy a car and are putting a lot of pressure on you to find a job. Develop an “I” Statement to tell them how this makes you feel.

Example: When you tell me that I must use my agribusiness money for other things, I feel scared for my future. I understand that we need money, but allowing me to run my business will help give me a better chance of supporting all of us for a long time.



Say: *As we draw our session to a close, I wish all of you the greatest success with using these “I” statements to positively influence others in your personal lives and in your businesses.*

Session 8: Collaboration and Negotiation

Working with Others

TIME: 2 hours 40 minutes

SKILLS

Collaboration

Negotiation

| Activity | Time | Objectives | Materials |
|---------------------------------------|--------|--|----------------------------|
| Activity: How Groups Work Together | 40 min | To create an experience that requires work as a team and extract important learning principles from this | |
| The Stages of Group/team Development | 20 min | To understand the various stages of team development | Flipchart & cards |
| Collaboration in Business | 30 min | To identify who is in their business team | Circles Flipchart Workbook |
| Negotiating with Others | 30 min | To understand what the ingredients are of successful negotiation to achieve a Win-Win result | |
| Activity: Assertive Behaviour | 20 min | Understand the difference between assertive and aggressive behaviour | |
| Getting to the heart of Assertiveness | 20 min | To identify assertiveness in a real-life situation | |

Preparation

In this session, we are going to be asking the participants to play a short game of football. It would be important to let the participants know this the day before so that they can come prepared with an extra t-shirt.

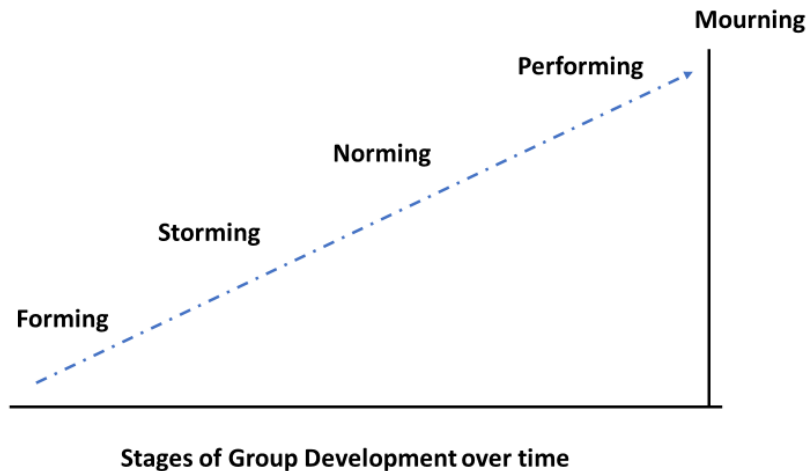
Draw the following diagram on a flipchart:



Prepare coloured cards with the following LABELS:

| | | | | |
|----------------|-----------------|----------------|-------------------|-----------------|
| FORMING | STORMING | NORMING | PERFORMING | MOURNING |
|----------------|-----------------|----------------|-------------------|-----------------|

Prepare a flipchart with the following graph:



NOTES FOR FACILITATORS ON GROUP DEVELOPMENT

All groups go through a series of different stages when they start.

FORMING

People come together often not knowing each other very well so they may feel a little bit anxious. This can show itself in some people by their being very quiet and watchful. Others are noisy and loud and appear to be confident, but sometimes they are covering up their feeling of anxiety. This is a process of introductions and thoughts and feelings are shared. Individuals start finding a role for themselves in the group.

STORMING

Individuals try to find a role in relation to other team members and the leader. This may involve some conflict. Some people may question the way things are done and the usefulness of the group. Groups may form within the bigger group. There may be a little bit of rebellion. People may feel frustrated, and angry at times. Conflict is completely normal in any group. The leader of the group holds the group tightly and supports the group resolve conflict.

NORMING

The group eventually settles down. Roles and responsibilities are clearer. The group starts operating well together. Members become more committed and identify strongly with the group. Members feel content.

PERFORMING

The group needs less leadership and knows what it has to do and when. People's strengths are used and there is generally more harmony. When conflict occurs, it is quickly resolved. It is very pleasing and exciting to be part of a group that is performing.

MOURNING

This group will eventually come to an end and it can be very sad for everyone, but also a sense of achievement. Sometimes people make an effort to continue to meet after the formal group ends.

Prepare a flipchart with the following headings:

- Doing research and being prepared (decide fallback position)
- Building your case
- Bargaining
- Knowing your fallback position
- Confirming the agreement
- Be ready to walk away if necessary

1. How Groups Work Together

Time 40 minutes

| | |
|---------------------------------|---|
| Note to the Facilitator: | This activity is experiential. This means that the group has an experience, and then they talk about what they learnt from the experience. Here the group is given the task of organizing the chairs in the room to spell out the letters IPA. Once this is done, each person should stand on a chair. If the chairs do not look stable enough, just ask them to sit on their chair once they have formed the letters. But if possible, get them to stand on the chairs as some people may have to help others up and more collaboration will happen. Although you will mention a leader you will not appoint a leader. While the group is attempting the task both facilitators should watch how the group organizes itself, who takes leadership, how roles are shared and how they manage to include everyone. Afterwards you will discuss how people worked together, whether some leaders emerged, who took on the important roles and responsibilities etc. |
|---------------------------------|---|

Say: *In this session we are going to learn more about working with others through collaboration and negotiation. To start this session, I am going to give you a task to work with others to accomplish a goal, and see what we learn from this.*

Organize the chairs in this room to spell out the letters IPA in a neat row together and then sit on them. A person should stand on a chair at the pinnacle of each letter. Ensure that the right people stand on chairs – not everyone is agile enough, or young enough or dressed for this. The leader should let the facilitator know when the group has finished the task. Everyone needs to be included in the task.

If the task is taking too long you may need to stop it. Ensure that all participants are safe climbing on the chairs or just ask them to stop.

Discussion: How groups work

Discuss with the group how they went about the task. The following questions can help you to draw this out of the group but it may not be necessary to use all of them if you can feel the discussion is covering the different areas.

- *How did the group organize themselves? Who took leadership, and how did they do this?*
- *How were roles and responsibilities organized? How were decisions made about where to position the chairs?*
- *How was everyone included?*
- *How was success celebrated?*
- *How did the group manage frustration?*
- *How did the group manage safety with climbing on chairs? (if they did this)*
- *Was there a moment of conflict/disagreement at any time? How was it resolved?*

- *Ask gently whether there was anyone excluded...*



2. The stages of group/team development

Time: 20 minutes

See notes for this at the start of the session.

Say: We are now going to learn about how groups form and develop to work well together. It is important to know about this when we are developing a business team.

Step 1

Explain the different stages of group development (referring to the notes at the end of this session) using your coloured cards.

Step 2

Ask:

- *Where is our group in our development now?*
- *How do you know we are still in this phase?*
- *What is the next phase?*
- *Why is it good for us to understand how teams work?*

Think about where this group is now. Explain that this group might be in the forming stage, but the storming phase might begin as individuals start to get irritated with one another, strong personalities emerge, the “newness” and first excitement wears off. It will be important for the group to notice when this happens and figure a way of sorting out the conflict.

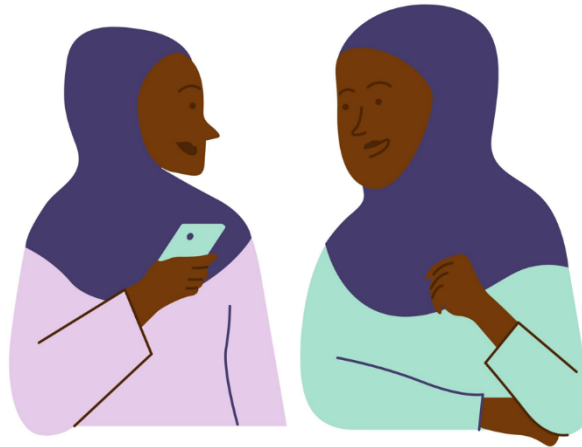
Ask: What is it like to be part of a group when it is in the performing stage?

Say: This is something to really look forward to. Point out that there can be cycles when a group is together for a long time. They can get to performing and then cycle back to the storming phase over a particular issue but get back to performing again quite quickly

It is useful to know this about groups and teams.

Ask:

- *If you already have a team in place in your agribusiness where do you think they are in their development?*
- *How do you know this?*



3. Collaboration in Business

Time: 30 minutes

Say: *In our agribusinesses, collaboration is going to be very important. In fact, it may be necessary to build a team around you to help you make the business really successful.*

Ask: *What sort of people might you include in an agri-business team? Think about your network that you identified in the earlier relationships session. It is possible that you will have an internal team doing the work, like another partner or staff, but also a bigger team who you need and are important for the success of the business.*

- Staff or family who help you plant, harvest, process or tend animals
- Suppliers that you rely on for various equipment and resources like seed and fertilizer or feed.
- Service providers – who provide you with transport, milling or other kinds of services
- Distributors who help you get your goods to the right markets.
- Financial institutions where you might get loans or save your profits etc.
- Mentors who provide guidance or advice

Step 1

Do: *Spend 5 minutes writing down a list of all the people who you do/will collaborate with in your agri-business in your workbook.*

Then use the circles in your workbook to write your own name and also the names of the people who are in your close team in the middle.

These could be:

- a partner
- staff who work for you
- friends and family who help you plant, harvest, sell or tend animals or those who help you with domestic responsibilities or your other income generating activities
- suppliers that you rely on for various equipment and resources like feed, fertilizer and seed.
- Service providers who you rely on for transport, equipment, milling or other kinds of service
- Distributers who help you get your goods to the right market.
- Financial institutions where you might get loans or save your profits etc
- Competitors or colleagues who do they same work as you and you can compare notes or learn from each other, or become stronger by competing with them.

In the second circle write down all the other people you collaborate with who are important for the success of your business. Don't forget to include someone who might be a good mentor to you, who you admire and who has some experience to share.



Step 2

Pair participants up and invite them to share their business collaboration teams with the other person. Invite them to think about how all these collaborators will have to work together to ensure the success of their business. How can they ensure a more successful collaboration. Give 10 minutes for this.

Ask:

- *How do you feel about your close team?*
- *Are there any new people on your list that you hadn't realized were part of your team before?*

4. Negotiating with others

Time: 30 minutes

Say: *A negotiation with someone is **a discussion that resolves an issue in a way that both parties find acceptable**. By negotiating, all involved parties try to avoid arguing but agree to reach some form of compromise. Negotiations usually require some "give and take" from both parties. In the end, if there is no advantage for us, we may need to walk away from a negotiation.*

Ask:

- *When was the last time you had to negotiate for something? What happened?*
- *What was the outcome?*

Ask: *What are some of the daily things we negotiate about in our families?*

- Who will take care of the children and when
- How we will spend our money
- How the children will be disciplined
- What the children can and can't do (and this changes as they grow!)
- The roles in the family

Say: *We may also have had to negotiate a salary or an increase with a boss, a wedding date with our bride/bridegroom's family, a lease on some land. In business we negotiate prices and contracts and delivery dates and many other things.*

Say: ***Communicating clearly and building trust** are two very important skills in negotiations. If you don't trust the person you are negotiating with, it is hard to reach a compromise. It is important to do business with people we trust.*

There are a few stages to successful negotiations (show prepared flipchart):

- *Doing your **research and being prepared**. For example if you want to negotiate a salary, it is best that you know what others earn for the same job or in the same business. You need to establish for yourself what salary you are aiming for, but also what you are happy to accept if you can't achieve that (we call this your fallback position)*
- *Then you need to successfully communicate your perspective or **build your case**. It is important here to build trust.*
- *Then you enter a stage of **bargaining**. It is important to hear the perspective of the other person. You may have to move to your "fallback position". Your fallback position is the very last compromise you are prepared to make. You should keep this to yourself and not share this with the person you are negotiating with otherwise they will go to this place immediately. Remember that the first terms that the other person offers you in a negotiation is seldom the best they can do. Everyone is trying to keep as much of the profit margin for themselves as possible.*
- *Once you have agreed to a compromise that works for everyone, you can bring the negotiation to an end by **confirming the agreement** and working out how it will happen (by this time, in this way etc.).*
- *You would need to check that this actually happens.*
- *Sometimes you may need **to walk away from a negotiation** when it is not going to work for you at all. Knowing what that point is before you start the process is very important.*

Say: *When we successfully reach a compromise in a negotiation we call this a **"Win-Win"** negotiation – meaning we have managed to achieve a decision that works for everyone – both parties win. This is ideal, but sometimes we end up with a **"Win-Lose"** situation where one party loses in order for the other person to get their way or improve their situation. Generally the party who wins is really happy but the one who loses can be angry, sad, or resentful. In the worst-case situation, both parties can lose in a **"Lose-lose"** battle.*

Say: *I will read a few situations to you and you can identify what kind of result the negotiation has had.*

- Prosper confronted his boss about a salary raise. His boss said he is a valuable staff member, but refused. Prosper resigned and was unemployed for the next 6 months. **(Lose-Lose)**
- Beauty asked her husband to look after the children while she went to the clinic. He complained that he had lots of work to do in the fields. She suggested he should take the children to the fields with him and have the older one take care of the younger one. He reluctantly agreed. When she came home from the clinic the kids were happily helping their father in the fields and he said it had been a good morning. The kids were very excited about the work they had done with their father. **(Win-Win)**

- Happy's supplier of fertilizer put up his prices ridiculously high after Easter. He complained that the fertilizer plants were charging too much. Happy asked if he could delay 25% of the payment until after his harvest. He had heard of another supplier encouraging this. His supplier refused. Happy moved his business to another more supportive supplier. (Win-Lose)
- Olu's 16-year-old daughter wants to go out in the evening with friends. They hang out together in the village. Olu worries about her, and would like to say no, but understands she needs to see her friends. Her older brother argues in her favour. He agrees she can go if she goes with her older brother and returns home by 10 pm. She happily agrees and her brother promises he will make sure she is delivered home on time. (Win-Win).

5. Activity: Assertive Behaviour

Time: 20 minutes

Say: *In order to be successful at negotiating, we need to become assertive in our manner. In this activity we will be understanding more about what this means.*

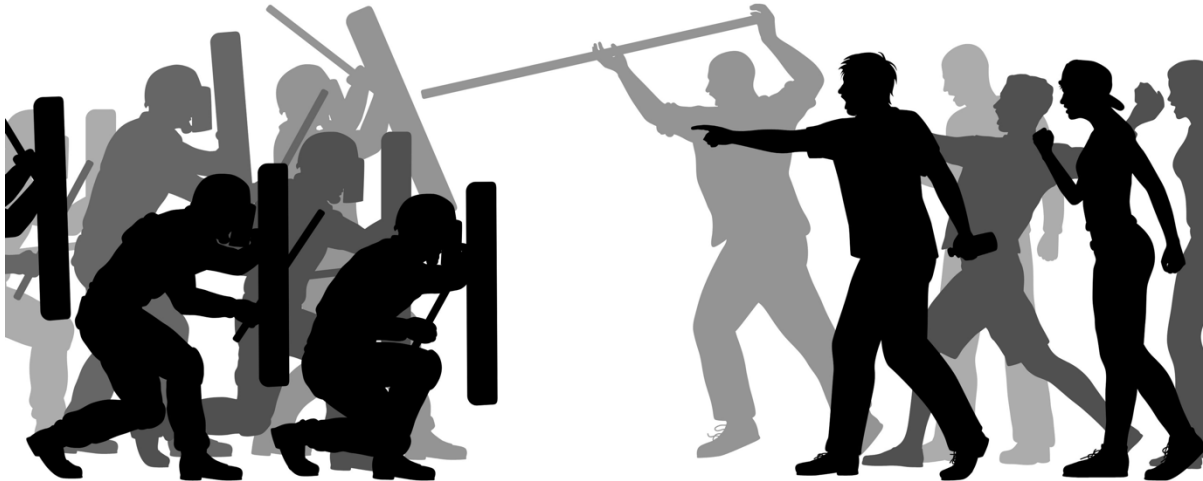
Step 1:

Divide the participants back into pairs. They should move and stand around the room facing each other.

Step 2:

Ask the participants on the right to think about an action that shows ATTACKING behaviour. The participants on the left should think about an action that shows AVOIDING behaviour. Give them an example of each. Attacking could be acting as though you will hit the other person. Avoiding could be turning away from the other person and shielding their head. They should perform this as a tableaux – a frozen still image of attacking and avoiding.

Give them a few minutes to quietly think about what they will do.



Step 3:

Explain that you will count 1,2 3...and they should stand in the pose that shows attacking or avoiding (they should not actually hurt someone!).

Step 4:

Move around the room and comment on some of the positions that the participants have got themselves into. See if the rest of the group can identify which one is attacking and which are avoiding.

Say: *Attacking behaviour, when someone shouts, blames, explodes or hits is the kind of behaviour we call AGGRESSIVE. This is unlikely to achieve a Win-win compromise.*

Avoiding behaviour is what we often call PASSIVE actions. Passive actions can be sulking, calling yourself a victim, feeling ill, trying to forget about the problem. Again, this can end badly in a Lose-lose or Win-lose situation.

Ask:

- *Which of these behaviours are better?*
- *Is there another way to act?*

Say: *There is a healthier way of responding to situations when we feel people are being aggressive, or we feel forced or ignored or we need to stand up for ourselves. We call this ASSERTIVE behaviour. This means delivering a message by honestly expressing our thoughts and feelings, being direct and clear without putting down the rights of others, showing mutual respect.*

6. Getting to the heart of assertive behaviour

Time: 20 minutes

Step 1:

Read the following story and ask the participants to notice the behaviours of the three characters. Which one is aggressive, passive, and assertive?



Maria and Sarah are in business together. They raised goats for selling at the market. As their business has expanded they have needed more ground for grazing. They made a deal with a farmer neighbour to use his land. He is a rather lazy farmer who would rather receive rent than actually farm himself. Recently he has been trying to persuade them to increase rent. He says he has children to send to secondary school now and his costs have increased.

Recently Maria noticed there have been other animals in these pastures. She spoke to a young herdsman who told her that his boss was renting this land from the landowner. Maria was furious. The landowner was double renting his land to two people. She first attacked the young herdsman, accusing him of cheating her goats of their food. He stood by silently, looking at the ground. Then she raced up to the landowner's house and demanded from his wife that she speak to him immediately. She raised her voice and accused him of cheating them by renting the same land to other people. He shouted back at her that the rent she paid was not enough for him to meet his monthly expenses. She accused him of being lazy. He said he was not interested in doing business with women any more and she must take her goats and leave.

When Sarah got back from the market, all the goats had been herded into the small plot of land around her house and they were eating her vegetables! After calming Maria down, she walked

over to the neighbour and asked his wife politely if it was convenient for her to speak to the landlord at this time. He was still angry and accusing, but she gently reminded him of their agreement and their regular payments to him over two years. She said they would be happy to increase the rent in a couple of months and said she would draw up a formal contract with him, but that this would **exclude** him renting out his land to others. After much discussion, he finally agreed.

Step 2:

Ask the group to identify which of the characters is passive, aggressive, and assertive. (Maria and the landowner were both aggressive, the herdsman was passive and Sarah was assertive until she managed to resolve the issue in favourable ways. Sarah negotiated a win-win situation.)

Ask: *What were some of the clever arguments Sarah used in her interaction?*

She reminded the farmer of the agreement they had and how they had been very good paying tenants. She promised they would increase the rent soon and that she would draw up a formal contract for their agreement.

Ask: *What could Maria have done differently?*

Maria could have contained her angry emotions by using some deep breathing techniques. If she had waited until she took the walk home and discussed a strategy for this with Sarah, they could together have made a plan. The danger of Maria's reaction is that the farmer might have been so offended that he was no longer prepared to negotiate with them and they would lose their convenient and close grazing rights.

Step 3:

Say: *Let's be clear on what assertive behaviour looks like.*

Brainstorm assertive behaviour.

Some examples include:

Telling someone what you want in a way that does not seem rude or threatening to them.

Standing up for your rights without ignoring the rights of others.

Respecting yourself as well as others.

Stating clear consequences if the person does not respond

Listening and talking

Expressing positive and negative feelings.

Standing up for others.

Being confident but not too pushy

Saying I feel, using I statements, no whining or mocking; using body language that shows you will not be pushed over.

Say: *This session has covered a lot of new information and skills that are very important in life and in business. We have learnt:*

- *Why collaboration is so important*
- *How teams develop*
- *How to get ready for a Win-Win negotiation*
- *How to be assertive when we negotiate.*

Session 9: Personal Initiative and Problem Solving

Stepping Stones Towards Our Goals

TIME: 3 hours

SKILLS:

Personal initiative

Problem-solving

| Activity | Time | Objectives | Materials |
|--|--------|--|---|
| Check in | 15 min | Check in from last session and setting the scene for the new session | |
| Visioning our hopes and dreams and setting goals | 75 min | To identify hopes and dreams and set a GOLDEN GOAL and identifying steps towards achieving GOLDEN GOALS and potential challenges and obstacles | Workbooks Art material |
| The Pangolin & the Honey Badger | 15 min | To introduce the pangolin and the honey badger through story and video. Identifying what makes a honey badger such an incredible animal | Video |
| Solving Problems like a Honey Badger | 75 min | To explore creative problem-solving techniques and use them to reflect on our own challenges | Pot, mug, toothbrush, scarf, bucket, dishtowel |

Preparation

Draw a picture on a flipchart with a river and rocks forming stepping stones to cross it. Include some crocodiles in the way. Make it similar to this one:



Note to the Facilitator:

Make sure you watch the following videos before the session:

On Stoffel, the Honey Badger

<https://www.youtube.com/watch?v=kzUXS70ebQo>

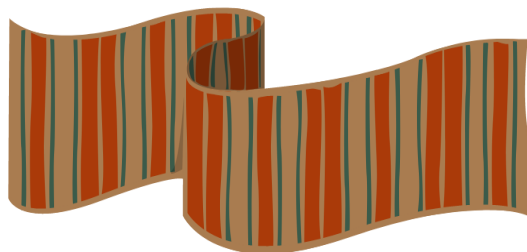
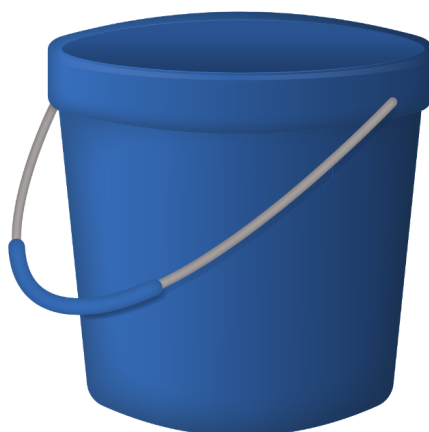
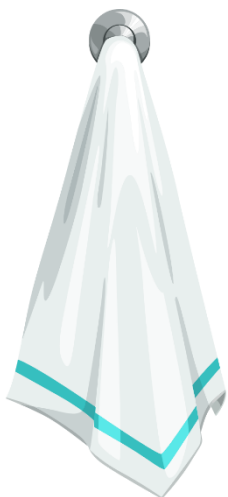
Watch the following video so you can learn what mime / a charade is. You will need to demonstrate this to participants in Activity 5.

<https://www.youtube.com/watch?v=h2MvNPIBn2c>

For the creative problem-solving exercises at the end you will need the following items from home:

- a cooking pot
- a coffee mug
- a toothbrush
- a scarf or piece of cloth
- a bucket
- a dishtowel

If you don't bring these in, you can refer to pictures of these items on the next page



1. Introduction

Time: 15 minutes

Say: *I am going to start this session by asking you to share your best business skill.*

Examples of this could be:

- My strengths match the work that I do
- I am good at knowing how to be better than my competition
- I am good at knowing what the customer wants
- I am good at identifying a gap in the market
- I am a very hard worker
- I can sell anything because I am persuasive
- I have an eye for opportunity
- I am a systems thinker and know how to improve production

While you think about what your best business skill is, I am going to tell you about my best business skill (share one of your skills)

Invite each participant to write or draw this in their workbook

Say: *Today we are going to be thinking more about your future in agri-business. We are also going to start figuring out what some of the steps might be towards your business goals. We need to be ambitious for ourselves but we also need to be practical.*

Sometimes it is really hard to figure out what business goal we might want to have. Don't worry about that. We are going to go step-by-step towards getting a better understanding of this. We are going to do a visioning exercise, some drawing and writing about our goals and the challenges that might

2. Visioning our Hopes and Dreams and Setting Goals

Time: 75 minutes

Explain to participants they will be doing a visualization that will take them 5 years into the future of their business. They should listen to the questions and allow their imaginations to build a picture of the future in their heads.

They should find a comfortable and private space in the room for this exercise. When they are ready, ask them to close their eyes, or if they prefer, just to drop their gaze to the floor.

Read the following visualization to the group VERY slowly, pausing between questions:

Close your eyes or look down and become aware of your breathing. Take 3 deep long breaths in, to the count of 5....1...2...3...4...5. Hold your breath for 2 seconds 1...2.... And breath out to 3: 1...2...3... (repeat the breathing exercise 3 times)

Become aware of your feet and toes and the many places they take you as you live your life and do your work. Relax the muscles in your ankles... your calves and your thighs. Keep breathing and feel the air coming into your body in refreshing and healing waves.



Become aware of tension in your bum, your back and your shoulders. Gently move them around and relax. Now focus on your head and your eyes and your ears, wiggle them around.

Now, think about where you are in your life journey. Look back at the road behind you and see what has been achieved so far. How has your business developed this far?

This course is about throwing your net wide as you can to see what possibilities you might have to grow and expand your business.

Stand on a small hill and stretch your vision to 5 years from now.

Pause between each question.

- *What do your dreams for the future of your business look like?*
- *What is waiting there?*
- *What are you doing?*
- *Who is with you?*
- *What does your business look like?*
- *What are you hoping for?*
- *What will achievement look like and feel like and taste like for you in the future of this journey?*

Now, look at the road ahead towards that future. What does it look like? Are there obstacles to get around? What are they?

Is the pathway smooth or slippery, muddy or tarred?

(Pause)

What is the weather, the climate, in this environment - is it sunny and warm or cloudy or are their storms ahead?

(Pause)

Who is walking on that journey with you?

(Pause)

Now become aware of the noises inside the room and outside. Focus on your breath as it enters and leaves your body.

*When you are ready, open your eyes and **STRETCH** each limb.*

Step 1: Drawing a picture of the future

While the picture of 5 years from now is clear in your head, make a drawing in your work book. You are welcome to use all the art material that is available here.



Give participants 10 minutes to do this.

Step 2: Developing our Golden goal



Then ask them to turn the vision they have into a big and exciting GOLDEN goal that inspires them in their workbooks. This should be no more than 5 – 7 words. They should be able to memorise it and write it somewhere where they can see it every day. At any time if anyone from this group asks about their golden goal they should immediately be able to say it! Give 10 minutes to work on this.

Ask everyone to read their golden goal to the group.

Step 3: Stepping-stones towards our Goals



Invite the group to look at the drawing in their workbooks

Explain that the sun on the right side represents our GOLDEN GOAL for the future of our business. They should write their golden goal into the sun.

Say: *In this picture we are standing on this side of the river, hoping to finally reach our goal. In the river, there are some stepping stones that will take us there. In your workbook write down what some of those stepping stones are. Give them a few minutes for this.*

Also notice that there are some crocodiles in the river, ready to pounce and grab your leg and pull you into the river! What are the crocodiles in the river for you? What are the dangers in the world of your business? Write these in your workbooks. Give them a few minutes for this.

Step 4: Sharing with a “Critical Friend”

Invite participants to choose someone in the room to share their goals with. The listening partner should act as “critical friend” – someone who listens well, is kind, but is ready to make some suggestions. They should:

- Ask good questions.
- Offer suggestions (but not advice!)
- Notice any gaps.

Give 15 minutes for this exercise.

In plenary ask:

- *How was the goal setting exercise for you?*
- *How did the sharing with a “critical friend” help you?*

3. The Pangolin and the Honey Badger

Time: 15 minutes

Say: *We all encounter challenges in our agri-business: stepping stones that are too far apart, crocodiles that frighten us. This never changes, but what can change is what we choose to do about it. Today we are going to meet two very different African animals. The first one is the pangolin (show picture below). The pangolin is a small animal covered in hard, protective scales. The pangolin is solitary. It is a shy, sensitive and relatively harmless creature. If it feels threatened, it rolls into a tight ball. The Pangolin is very popular around the world as “medicine”. People illegally capture and kill pangolins. For this*

reason, the pangolin is threatened with extinction. It may completely die out if it isn't protected.



<https://www.unenvironment.org/news-and-stories/story/zimbabwe-pangolin-project-working-save-worlds-most-trafficked-animal>

Say: *Most of us feel like pangolins at times and it is okay to feel like and behave like a Pangolin some of the time. The trouble is that if we are like this all the time, if we curl ourselves into a ball when we are threatened, it is going to be quite hard to get over and under and around the obstacles that are coming our way in our agri-business.*

For this reason, we want to introduce you to the honey badger. Honey badgers are one of the most fearless animals alive. They are relatively small but are known to even attack lions or buffalo if they feel threatened. They will eat anything available – including honey, bee larvae, fruit and flowers if they have to. This makes them very adaptable and flexible animals who can survive anywhere.

Honey badgers don't give up – EVER! They are also adapted to be immune to some snake bites. They can get into (and out of) almost anything if they make their minds up.

They have a thick skin around their necks, and this protects them from many predators.



The skin is so loose around the neck that if grabbed by another animal there, the badger can twist around and attack the other animal.

Let's watch this video and meet Stoffel the badger:

<https://www.youtube.com/watch?v=c36UNSoJenI>

Ask:

- *What impressed you about Stoffel in this video?*
- *How many ways did Stoffel find to get out of his cage? Opened gates, used trees, rocks, mud balls, branches, a rake, a spade, a tire.*

4. Solving Problems like a Honey Badger

Time: 75 minutes

Say: *Now that we have seen the amazing Stoffels in action, it's time for us to think about how we can approach our problems in the same way Stoffels approached escaping from his pen.*

When we want to solve a problem, there are many steps we can take – let's do some of them together, now!

Step 1

Say: *The first thing we need to do is make sure that we clearly identify the problem. When we were looking at our goals, we also spent time identifying some of the crocodiles in the river; the challenges we may need to face and the problems we may need to solve on the way to realizing our dreams.*

In their notebooks, invite participants to choose one of the problems they identified and state it as clearly as possible. They should be specific and make it practical.

Say: *Now that you have clarified your problem, let's think about the different ways we can solve it. We must climb on top, look down at it, get under it and see it from all different angles!*

Ask: *How have you solved similar problems in the past? What steps have you taken?*

Step 2

When participants have shared, show them the following flipchart which outlines a thorough problem-solving technique:

- **Brainstorm** solutions
- List **advantages and disadvantages** of the different solutions
- **Choose** the best solution for me and my situation
- Think of **action steps** towards solving my problem
- Identify any **gaps in knowledge or skill** that I need to solve this problem
- Do **research**
- **Reach out** to others
- Take advantage of **opportunities**
- Get creative and **think outside the box** like Stoffels

Say: *In order to get our creative out of the box thinking juices flowing, we are going to do an activity that challenges our creativity and our ingenuity, just like Stoffels!*

Items you need for this exercise: A cooking pot, a coffee mug, a toothbrush, a scarf or piece of cloth, a bucket, a dishtowel.

Ask the participants to get into their same groups of 4 or 5 again. Lay out all the basic everyday items and things you have brought in the middle of the circle. Invite each group to choose one of these things.

Say: *In the circle in front of us are some everyday things from our homes. We are going to see how many different ways we can use these items.*

Invite participants to spend 10 minutes brainstorming as many ideas as they can think of for how they could use this item. Explain that when the groups report back, they should use their acting skills to **mime** all the different ways this thing can be used! Mime is when you act out something without speaking.

When the 10 minutes is up, give each group a couple of minutes to perform their mimes. While they are doing this, the other participants should be figuring out what the different uses are! Make this a fun exercise.

Ask: *How was it to get creative like this?*

Step 3

Say: *Now that we have unleashed our creativity, let us use it to solve some of the problems or challenges we are facing in reaching our goal.*

Invite participants to spend 15 minutes in their workbooks breaking down one of their 'crocodiles' using each of the steps outlined above.

Step 4

When the 15 minutes is up, divide participants into pairs and give each participant 5 minutes to explain their problem-solving process with their partner. Partners should listen attentively and make suggestions or add to the ideas.

Session 10: Perseverance and Self-Control

Staying on Track

TIME: 2 hours 10 minutes

SKILLS:

Perseverance

Self-control

| Activity | Time | Objectives | Materials |
|---------------------------|--------|---|------------------------|
| Mindsets for Success | 40 min | To understand the difference between fixed mindsets and growth mindsets | Workbooks |
| The Power of the Word YET | 30 min | Learning how to move from a fixed to a growth mindset. | Workbooks Flipchart |
| Self-control | 60 min | Learning techniques for better self-control | Workbooks Flipchart |

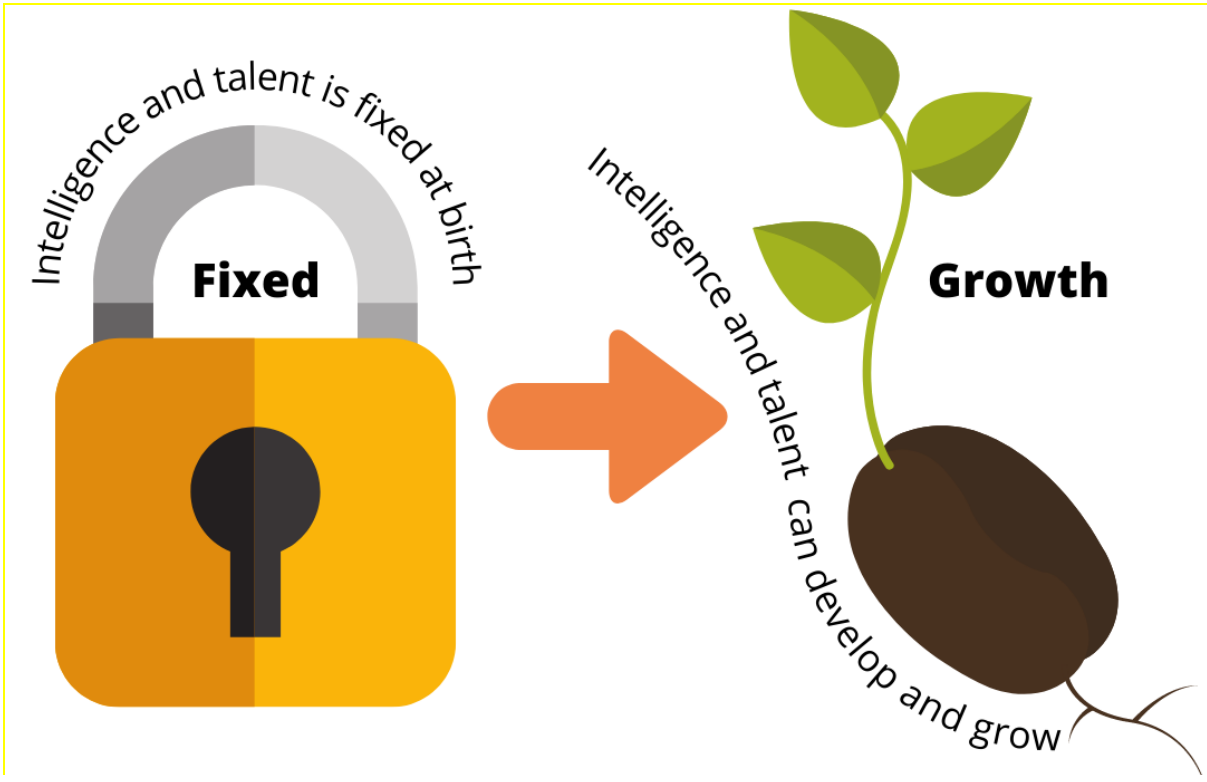
Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Note to facilitator about Fixed and Growth Mindsets:

Carol Dweck (2006) did research with young people, and discovered that there are two basic “mindsets” (ways of thinking). The first is the fixed mindset which is built around the idea that people’s ability is fairly fixed and is unlikely to change. According to such a view, people are either intelligent, sporty, arty, good at Maths etc, or they aren’t. This mindset also labels people – they are good or bad, caring or selfish etc. It says that people’s abilities, or personal characteristics will not change. People like this don’t make too much of an effort because they think they should just be good at it, or they give up easily or won’t do it at all.

The growth mindset sees people as flexible and able to change and grow. All people have huge potential for growth and development. A person who has a growth mindset will look for ways to improve their mastery and skill over things.

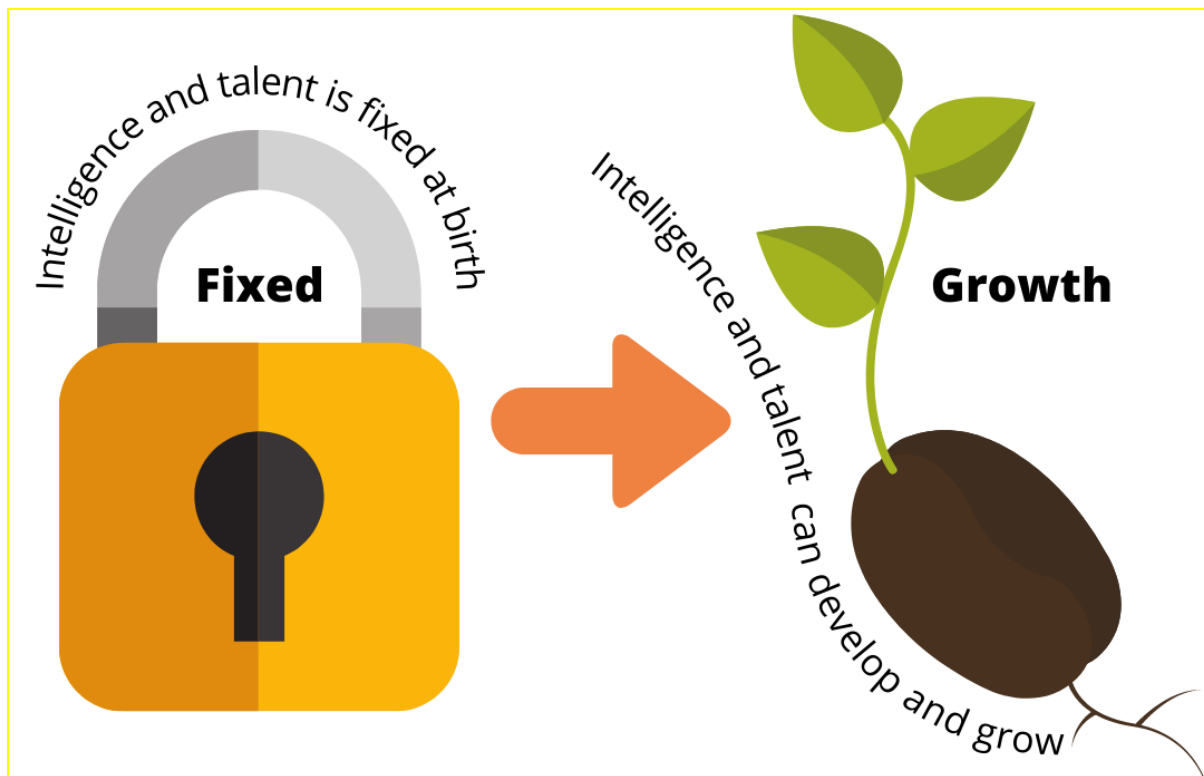


1. Mindsets for Success

Time: 40 minutes

Say: *In this session, we are going to look at perseverance and self-control. This helps us to plan to never give up like Stoffels and think far into the future. Some of us might be naturally persistent but there are also some magical mindsets that can help us keep going when we feel like we want to give up.*

Take a moment to think back to your time at school and picture yourself in your WORST class – the subject that you struggled the most with, that just felt like an uphill challenge!



Give participants a minute or two to get this clear in their minds and then invite each person to say out loud their worst subject. You should start!

Once everyone has shared, invite participants to share WHY they feel they struggled so much with that particular subject.

Answers could include: *I had a bad teacher, everyone else was more advanced than me, my parents expected me to do well, etc.*

Ask: *What was the impact of this?*

I shut down mentally, I thought I would just fail anyway so why put in effort, I felt stupid, I believed I would never improve, I gave up

Say: *It is horrible when we feel like that, and it can be very demoralising, but I'm sure that all of us also had the places where we excelled! Now I would like you to think back to your absolute best subject, or perhaps it was an out of school activity. Something that you enjoyed and that you found effortless.*

Again, invite each participant to share their best subject.

Ask: *What was it about this subject that made you feel so passionate?*

Say: *When we believe that we are bad at something and believe that we cannot get better, often, that is what will end up happening. We call this a fixed mindset. The mindset that tells us we will never improve, that there is no way to get better. But we all also have the things that we enjoy, that come effortlessly to us and where we enjoy being challenged, always reaching higher! When we approach something in this way, we say we have a growth mindset towards it.*

Invite participants to look once again at their golden goal. They should spend a few minutes identifying a part of the process that they have a growth mindset on: a challenge that they relish or a steppingstone that makes them feel energised and excited.

Once they have done this, invite each participant to identify an area in their plan where they feel they may have more of a fixed mindset.

Explain that we will now look at an amazing tool that can help us to shift from a fixed mindset to a growth mindset.

2. The Power of the Word YET

Time: 30 minutes

Say: *I would like to share a small 3-letter word that can make a huge difference. That word is YET.*

When we think we cannot do something, we will often say it in absolute terms:

I am not good at maths...

My life is not happy...

I don't understand taxes...

My customer service experience is not enough...

I don't have the tools for success...

These phrases mean that the story ends here, that there is no future. But if we introduce those three magical letters, everything changes!

I am not good at maths...YET
My life is not happy...YET
I don't understand taxes...YET
My customer service experience is not enough...YET
I don't have the tools for success...YET

Suddenly, a future opens up and possibilities will begin to open up in front of us.

Invite participants to use the power of YET on the aspect of their plan where they have a fixed mindset.

Ask: *How does that feel?*

Explain to participants that we can also harness the emotions that we have around our growth mindset aspects of the plan and begin to think about how we can apply these to our fixed mindset aspect of the plan. How incredible to suddenly begin feeling all the positive emotions suddenly associated with something that would have formerly caused anxiety!

Say: *If we are open to learning and have a growth mindset, we can continue to develop ourselves our whole lives. When we know how to do something well, we make strong deep and wide neural pathways in our brain. When we are learning something new, or something that is hard for us, we need to practice it again and again so that our brain can learn the new pathway and make it deep and wide like a highway! Brains are amazing and can grow and learn new things all the time!*

5. Self-Control

Time: 60 minutes

Step 1: What is self-control?

Ask: *What do you think self-control is?*

Say: ***Self-control is the ability to regulate one's emotions, thoughts and behaviour when there are temptations and impulses.***

Step 1

Let's brainstorm together all the areas that are challenging for people when it comes to self-control? For example, some people struggle with food or alcohol and find it difficult to stop eating or drinking when they should. Write these up on the flipchart.

Here is a list you could draw on:

- Food

- Sugar/junk food
- Alcohol
- Drugs
- Gambling
- Social media
- Phones
- Online gaming
- Spending money
- Sex
- Pornography
- Being unfaithful in relationships
- Work
- Controlling our temper
- Ignoring distractions

Step 2

Say: *Now, from this list, find the areas that apply to you. In what situations do you struggle to have self-control? Write these into your workbooks.*

Step 3

Say: *Decide which of these you would like to work on, and then we will form groups who are struggling with the same, or similar, issue.*

Go around the circle and quickly ask each person to share what they would like to work on. Then ask participants to organize themselves into groups around the same or similar issues.

Ask if there are people in the group who ARE very self-controlled and don't have any problems with these issues. They can also form a group of their own. Give 10 -15 minutes for this.

In their groups participants should discuss

- How this shows itself in their lives
- The impact this has on them and the others around them.
- Come up with ideas for solutions to the issue. They should write these into their workbooks.

Invite each group to report back on their findings. Below are a few suggestions of some ways of dealing with these issues for the facilitator to add to the conversation if it seems like it might help.

- Food – can remove the temptation from the house – this can apply to all the food, drink and drugs on this list, set limits for self and stick to these, ask a partner for support with this. Only buy what you need.
- Sugar/junk food – make other delicious, healthy foods.

- Alcohol – similar to food
- Drugs – most drugs can be dangerous to our health and can be very addictive, sometimes in small doses, so it is best to avoid them.
- Gambling – limiting time and money on this
- Social media – take a social media holiday every now and again by not checking it for a day on a weekend. Limit your time on these platforms to certain times of the day.
- Phones – take breaks from phones; have rules for yourself about when they will be on silent or off and away from you (like family meal times, when you are working, when you go to bed).
- Online gaming – limiting time for this.
- Spending money – set goals, arrange for money to automatically leave your account and go into inaccessible savings accounts, don't carry cash, set priorities and plan ahead.
- Having sex with different partners.
- Watching pornography all the time.
- People struggle with being unfaithful in relationships
- They battle to keep work in its proper place, particularly when they have their own businesses. As humans, we are capable of hard work, but we need to balance this with family time, down time, socializing etc. Identifying priorities and setting boundaries around this can help. Also remembering to build in recovery – micro moments (up to 15 minutes every 2 – 3 hours) mezzo moments (a day every week) and macro moments (a week off every 3 – 6 months). It is hard to do all this when we are balancing many things in our lives. Being intentional about breaks helps.
- Struggle to control their temper (we learnt strategies for this in emotional regulation – remember the jug and STOPP).
- Struggle to ignore distractions
- Struggle to do exercise regularly
- Struggle to feel motivated.

| | |
|-----------------------------|---|
| Note to Facilitator: | <p>Some of these areas can become addictions, and then professional help will be needed. It's better to start working on these if we notice we are feeling dependent on these things (particularly on substances like drugs and alcohol). If they are starting to have really negative impact on us, or our family, then it is a sign we need to do something quickly.</p> <p>Some of these areas can have a root cause, and it is helpful to understand what this is. Usually counselling or therapy is necessary.</p> |
|-----------------------------|---|

Say: *Now it is useful to think about whether these issues we have identified have impact on our businesses. Perhaps we are spending all the money we earn instead of saving for*

bigger equipment. Perhaps our drinking impacts on our work the next day. Maybe we are working all the time and not spending time with our partners or our family. Note this in your workbook. This is good motivation to start taking action on this issue immediately.

Session 11: Saying Goodbye

Bringing Things to a Close

TIME: 2 hours

| Activity | Time | Objectives | Materials |
|---|------|---|---------------------------|
| Introduction | 5 | To introduce the session | |
| Gallery Walk | 50 | Summary of content covered on the workshop and for participants to identify the most important aspects they will be taking away | Journal |
| Case Study: Overcoming Obstacles | 20 | To inspire participants with opportunities available in agribusiness in Nigeria through a story of overcoming obstacles | |
| Celebrating each other and saying goodbye | 45 | Affirming each participant and saying goodbye | A4 page and art materials |

Preparation

Read through the session the night before.

Prepare for the “Gallery Walk” by ensuring that all the flipcharts, posters and cards are up on the wall. If you can order them in the way they were covered, this will help you, but otherwise it is okay to ask the group to move around the room from section to section.

Prepare a flipchart with the following exercise:

- The most important thing they will be taking away for themselves
- What they will be implementing in their business
- What skills they are most likely to use

1. Introduction

Time: 5 minutes

Say: *We have now come to the end of our workshop. We have learnt so many new things and new skills to use in our lives at home and in the community, as well as in our agribusiness. As we finish off this workshop, we are going to revisit all the various topics we have covered.*

2. Gallery Walk

Time: 50 minutes

A “gallery walk” takes the participants through all the content they have covered in the course of the workshops by referring to posters, cards and drawings that are up on the wall.

Step 1

Ask the group to get up and walk with you around the room admiring the work they have done on the walls, and being reminded of the territory they have covered in terms of content. Do this in the order of the sessions you have covered.

Once you have done this, invite the participants to move back to their seats.

Step 2

Ask the participants to reflect and write or draw in their journals:

- What the most important thing they will be taking away for themselves
- What they will be implementing in their business
- What skills they are likely to most use

Give 15 minutes for this.

Step 3

Divide the group into 3's and to share this with their group. Give 15 minutes for this.

Ask: *Please could each person share ONE of the most important things they will be taking away with them from this training in ONE sentence.*

3. Overcoming obstacles – True Story

Time: 20 minutes

Say: *We would like to share a very inspiring story with you of a young woman in Nigeria who overcame many obstacles and failures before achieving success in agribusiness in Nigeria. She believes that the future of agribusiness in Nigeria is very bright.*

Farming is where the money's at, says Nigerian entrepreneur



“Now if the average Nigerian spends ₦100 (\$0.6) per meal, and we are a population of 170m people, my question to you is this: why have we neglected an industry that has the potential of generating ₦51bn (\$300m) on a daily basis? Those are numbers you should begin to think about,” says Cynthia Umoru, a Nigerian woman who has spent the last 10 years building her entrepreneurial career within agriculture.

She started Honeysuckles PTL Ventures straight out of college, and today the business is engaged in farming, food processing and distribution. The company runs its flagship retail outlet Farmshoppe in Ikeja, Lagos offering a wide range of farm produce, including poultry products, eggs, snails, catfish and vegetables.

She says it is up to young people to revolutionise agriculture in Nigeria and solve its problems. “We did a survey and realised the average age of our farmers today is 55 to 60. This means in another 10 years these guys will age and not be able to work. What is going to happen to food production? We have ignored the sector completely. It’s about time we begin to think of a revolution in [agriculture] and begin to effect change,” she told the audience. “And you and I are the people who will effect that change, and the time to act is now.” Umoru noted young people often aspire to be doctors and lawyers rather than farmers because they see agriculture as less glamorous, and do not think they can accumulate wealth. However, she emphasised entrepreneurs can be successful in farming, and that she is living proof of this.

But it has not always been easy sailing for Umoru, and success has come after learning some hard lessons. For example, after the first five years of running her company, and at just age 27, she was bankrupt. “A 27-year-old lady had lost ₦27m (\$150,000). I had gone bankrupt, and interest was still piling up on some of the funds I’d borrowed from the bank. And then people said I was a failure,” she recalled.

However, within three years she had managed to turn the business around and owes this to **persistence, hard work, and learning from mistakes. “It has been 10 years of hard work, 10 years of discipline, 10 years of learning and 10 years of preparation.”**

Article from “How we made it in Africa”

<https://www.howwemadeitinafrica.com/forget-doctors-and-lawyers-farming-is-where-the-moneys-at-says-nigerian-entrepreneur/45915/>

Ask:

- *What inspires you about this story?*
- *What opportunities does Cynthia describe in the agricultural sector?*
She points out that in a country with such a big population as Nigeria, all needing to be fed, agricultural business has great opportunities. She also explains how the sector is aging, so there is opportunity for young entrepreneurs and farmers.
- *How did Cynthia overcome obstacles?*
Through perseverance, hard work and determination. Also learning from her mistakes and doing things differently.

Say: *Take 5 minutes to think quietly to yourself about the qualities that you might have to get you through challenges and obstacles.*

Give the participants 5 minutes to think about this for themselves.

4. Celebrating each other and saying goodbye

Time: 45 minutes

Step 1

Say: *And now, it is time for us to say goodbye! We have a special way that we do this.*

Hand out a piece of paper and drawing/writing materials to each participant.

Step 2

Explain that they should each place their hand on a piece of paper and draw an outline of their hand. When that is done, they should write their name at the top of the paper.



Step 3

Once this is done, invite each participant to pass their paper to the person on their right. That person should then write one word about what they admire in that person.



The participants should continue doing this, writing one word inside each person's hand until the hands are full of love and admiration.

The activity ends when your hand comes back to you.



Step 4

Say: *Thank you everyone, for your dedication and participation this week. It has been very special to get to know you. I hope that those hands will remind you of the special qualities you possess in times where you might doubt yourself.*

Distribute the post-test.