 

**OUTLINE OF THE NYS EPWP ORIENTATION PROGRAMME**

**FOR YOUNG PEOPLE**

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| **Day 1** | **What is National Youth Service? *Trainers***  **Introductions, Expectations and Objectives of the Orientation Programme**  **Icebreaker/Getting to know each other**  **Activity 1:** Developing Ground Rules  **Activity 2:** Understanding the Situation of Youth in SA  **Activity 3:** Understanding National Youth Service (overview) |
| **Day 2** | **Nature of the Particular NYS EPWP Project *EPWP and Trainers***  **Activity 1:** Overview of EPWP  **Activity 2:** Nature of the Service Activities  **Activity 3:** What Training will be Provided  **Activity 4:** Relevant Exit Opportunities  **Activity 5:** How this NYS EPWP Project will be Structured  **Activity 6:** The Conditions of Service in the NYS EPWPProject  **Activity 7:** Cost Analysis of a NYS Project |
| **Day 3** | **Active Citizenship**  ***Trainers***  **Icebreaker/Getting to know each other**  **Activity 1:** What is a Democracy?  **Activity 2:** What is Citizenship?  **Activity 3:** Becoming an Active Citizen  **Activity 4:** Reflection – A Roadmap to Democracy |
| **Day 4** | **Using a Financial Institution-Banking** ***Trainers and Bank Representative***  **Activity 1:** Why Have a Bank Account?  **Activity 2:** Which Bank Services Do I Need?  **Activity 3:** Savings and Earning Interest  **Activity 4:** Bank Fees  **Activity 5:** Bank Presentation  **Activity 6:** Choosing a Transaction Account  **Activity 7:** Opening a Bank Account and Using an ATM |
| **Day 5** | **Youth Development Paradigm (the values, beliefs and attitudes that inform the NYS Programme) *Trainers***  **Icebreaker/Getting to know each other**  **Activity 1:** Reflection – Participants Expectations (and Reality Check)  **Activity 2:** How Young People are Often Perceived  **Activity 3:** How We Want Young People to be perceived  **Activity 4:** Reflection – My Own Perceptions |
| **Day 6** | **Knowing Self** ***Trainers***  **Icebreaker/Getting to know each other**  **Activity 1:** Where am I? – Relationship Maps  **Activity 2:** Is This Where I Want to be?  **Activity 3:** Where do I Want to go?  **Activity 4:** The Why and the How of Journaling  **Activity 5:** Journaling – A Reflection Exercise |
| **Day 7** | **Knowing the Sector – Preparing for the Site Visits** ***Trainers***  **Icebreaker/Getting to know each other**  **Activity 1:** Identifying a Mentor  **Activity 2:** Expectations and Perceptions of the Sector  **Activity 3**: Preparation for Site Visits |
| **Day 8** | **Knowing the Sector – Visiting the Sites** ***EPWP and Trainers***  **Activity 1:** Occupational Health and Safety  **Activity 2:** Site Visits  **Activity 3:** Making Sense of the Site Visits  **Activity 4:** Reflection |
| **Day 9** | **Personal Budgeting *Trainers***  **Activity 1:** The Stipend  **Activity 2:** Attitudes to Money  **Activity 3:** Personal Budgeting  **Activity 4:** Case Studies and Scenarios  **Activity 5:** Reflection |
| **Day 10** | **Making Decisions – Signing Contracts** ***EPWP and Trainers***  **Activity 1:** How Others See Me  **Activity 2:** An Honest and Realistic Reflection of Myself  **Activity 3:** Making a Commitment to My Decision  **Activity 4:** Signing Contracts, Completing Forms |

**LIFE SKILLS**

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| ID | Unit Standard Title | NQF Level | Learning Subfield | Credits |
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| [114941](http://regqs.saqa.org.za/viewUnitStandard.php?id=114941) | Apply knowledge of HIV/AIDS to a specific business sector and a workplace | Level 3 | People/Human-Centred Development | 4 |
| [116966](http://regqs.saqa.org.za/viewUnitStandard.php?id=116966) | Apply knowledge of self and own situation to manage risks resulting from change in the workplace | Level 3 | People/Human-Centred Development | 3 |
| [11813](http://regqs.saqa.org.za/viewUnitStandard.php?id=11813) | Apply knowledge of self in order to make a life decision | Level 2 | People/Human-Centred Development | 3 |
| [114952](http://regqs.saqa.org.za/viewUnitStandard.php?id=114952) | Apply problem-solving techniques to make a decision or solve a problem in a real life context | Level 3 | People/Human-Centred Development | 2 |
| [114950](http://regqs.saqa.org.za/viewUnitStandard.php?id=114950) | Apply ways of leading in different situations | Level 2 | People/Human-Centred Development | 3 |
| [14659](http://regqs.saqa.org.za/viewUnitStandard.php?id=14659) | Demonstrate an understanding of factors that contribute towards healthy living | Level 1 | People/Human-Centred Development | 4 |
| [7503](http://regqs.saqa.org.za/viewUnitStandard.php?id=7503) | Demonstrate effective self-management skills | Level 1 | People/Human-Centred Development | 2 |
| [15093](http://regqs.saqa.org.za/viewUnitStandard.php?id=15093) | Demonstrate insight into democracy as a form of governance and its implications for a diverse society | Level 5 | People/Human-Centred Development | 5 |
| [11816](http://regqs.saqa.org.za/viewUnitStandard.php?id=11816) | Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution | Level 2 | People/Human-Centred Development | 2 |
| [14661](http://regqs.saqa.org.za/viewUnitStandard.php?id=14661) | Demonstrate knowledge of self in order to understand one’s identity and role within the immediate community and South African society | Level 1 | People/Human-Centred Development | 3 |
| [7504](http://regqs.saqa.org.za/viewUnitStandard.php?id=7504) | Demonstrate skills that relate to a safe and secure environment | Level 1 | People/Human-Centred Development | 2 |
| [7498](http://regqs.saqa.org.za/viewUnitStandard.php?id=7498) | Describe health care practices and the consequences of chemical dependency | Level 1 | People/Human-Centred Development | 2 |
| [114947](http://regqs.saqa.org.za/viewUnitStandard.php?id=114947) | Design ways in which individuals in a community can contribute towards creating a caring environment for people who are vulnerable | Level 3 | People/Human-Centred Development | 3 |
| [7502](http://regqs.saqa.org.za/viewUnitStandard.php?id=7502) | Discuss and explain social diversity, human rights and alternative perspectives | Level 1 | People/Human-Centred Development | 2 |
| [114937](http://regqs.saqa.org.za/viewUnitStandard.php?id=114937) | Explain and apply ways of contributing towards community development | Level 3 | People/Human-Centred Development | 5 |
| [114949](http://regqs.saqa.org.za/viewUnitStandard.php?id=114949) | Identify oneself in a situation of abuse and develop coping mechanisms | Level 2 | People/Human-Centred Development | 2 |
| [114945](http://regqs.saqa.org.za/viewUnitStandard.php?id=114945) | Identify ways of managing relationships in own life | Level 2 | People/Human-Centred Development | 2 |