

## Young Adults Schedule Overview

### 0.0 Starting your learning

**Begin each training session with a Video that explains the lesson**



**Self-learning= Peer-learning, composed of two individuals**

### Using morning messages to start the day [FLIP Beginning](#)

**Start the class** by first breaking up the class into teams of 6-9 people. The learning will progress in order of starting at unit 1.0 thru 9.0. The team members are to read the **FLIP** pages prior to the class. The goal is to get the students to begin self-learning. When looking at the FLIP learning, it is best to have a learning buddy studying with you.

Community (Society)	Business Foundation
Non-Verbal Communication	My Appearances
<a href="#">Study Habits</a>	Citizenship Learning
Create our rules of how we want to be treated	<a href="#">Game based</a> problems
<a href="#">Limited/Focused</a> Life-Skills	<a href="#">Motivate people</a>

### General Literacy Reading/Writing



Using questions and curiosity, find the interest of the young adult to read a newspaper or article about a subject they like and then create a PP & present the results to the class. **Introduce the web and PowerPoint to the students**

### 1.0 Take charge of your learning

**Encouraging students to take charge of their learning**

# Young Adults Schedule Overview

## week 1

### Student Engagement Discussion

- *Infuse life skills in the learning process*
- Take ownership of your learning?



Ice Breaker ... Marshmallow project (Begin our thoughts on the problem to be solved)  
Brain Plasticity (Mindset)

Community (Society)	Business Foundation
Non-Verbal Communication	My Appearances
Study Habits	

After doing the Ice-breaker assignment, Discuss the program goals, Their thoughts and discussion.

What are the life-skills they think are important moving forward in college or career. Create a list

Have the same teams that did the ice-breaker, take the assignment to work on:

- How are we going to manage our project by developing our assessment rules
- How are going to work together (interpersonal)
- How are we going to manage the classroom with the students doing the management( who, what roles, how )

## 2.0 Your strengths & Attitude

week 1-2 Ice Breaker ... Marshmallow project (Begin our thoughts on the problem to be solved)

Brain Plasticity (Mindset)

Valuing yourself, attitude, confidence, Social & Emotional learning, your goals

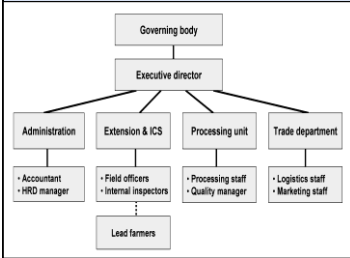
### FLIP About You

Your Strength	Life Goals
Attitude	Ownership, Our Brand
SEL (Social & Emotional Learning)	Questioning (See below)

# Young Adults Schedule Overview

## Breaking the Ice with strengths

### 2.0 About the Company



- How would we draw a flow map for the process?

Discussion: How would we create similar org. charts for the following:

- Local candy store
- Drug store like CVS
- Electronic manufacture of a smart phone
- Pharmaceutical manufacture

What are some of the major processes in these companies?

- How do we add value as an employee?

### 3.0 Forming teams

week 3, 4



### Setting community values, norms

see forming team-work-2 handbook above

### Flip learning page

Charter (Purpose, Rules, Structure, Community authorization, Goals)	Culture ( Values, Norms, Rituals, Beliefs, Moral Compass)
Similar Teams	Coaching Support
Quality Processing	Measurements

### 4.0 Cognitive Tool kit for Corporate Design

Project Management, Process, Customer focus, Measurements, Communication, Questioning

### FLIP Tools

## Young Adults Schedule Overview

<b>Week 5,6,7</b>	<b>Planning/ Gantt charts</b>		<b>Info-Mapping, Process mapping</b>		
	<b>Process Design &amp; Simplificatio n</b>		<a href="#">Community Skills</a>		
	<b>Time Management</b>		<b>Communication Tools</b>		
	<b>Learning Process</b>		<a href="#">Digital Literacy</a> : Integrating skills using digital skills		
	Problem Solving Using Technology	Computer and Mobile Device	Interactions Basic Tools (e.g., Email, Word Processing)	Data Security and Safety	Data Ethics
	<b>Catalogues of work activities Project Management</b>				
	<ul style="list-style-type: none"> <li>developing a shared mission and objectives,</li> <li>organizing work, planning and follow-up</li> <li>developing competencies,</li> <li>driving innovation, customer needs</li> <li>coordinating with others teams</li> <li>managing performance— measurements</li> </ul>				

### 3.0 Skills



1 Session

#### Skills Introduction

#### Where to infuse life-Skills

#### Community-skills

Thinking skills & Emotional skills - [File](#)

Planning/ Gannet charts	Info-Mapping, Process mapping
Process Design & Simplification	<a href="#">Community Skills</a>
Time Management	Communication Tools

### 5.0 Requirements week 8,9

a) [Picking a project](#) ... b) [Requirements & Measurements](#)

#### Flip [Problem framing, Design](#)

Framing the problem	Requirement
5 Whys	Root Cause analysis

### 6.0 Design week 10,11,12 Problem





Solving

[Problem solving process](#)... another design process [Circular design](#)

#### Flip: [Problem-Solving](#)

Divergent/ Convergent Thinking	Critical Thinking
Brain Storming	Creative Thinking
System Thinking	Decision Making



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