

# Module 1: Orientation

## Facilitator Guide

Youth Development Practitioner Pre-Apprenticeship

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## Overview

Module 1 consists of four sessions and introduces pre-apprenticeships and youth-serving work. Participants will review the structure and purpose of the program and identify goals for their future career.

## Objectives

- Participants will understand the course logistics, goals, expectations, and confidentiality.
- Participants will understand what a pre-apprenticeship program is and how it relates to registered apprenticeships.
- Participants will learn about youth work careers.
- Participants will set goals for completing this program and future employment.

## Sessions

Module 1			Page
1.1	Defining Pre-Apprenticeship	90 minutes	3
1.2	Youth Work Career Pathways	90 minutes	8
1.3	Goal Setting	90 minutes	11
1.4	Module 1 Reflection	30 minutes	13
TOTAL TIME		5 hours	

## Session 1.1: Defining Pre-Apprenticeship

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90 minutes

### Purpose

Facilitators and participants will begin building a relationship and establishing a welcoming learning environment as they review the program goals and expectations.

### Materials

- Laptop/computer with Internet and projector with sound
- PowerPoint presentation: 1.1 Defining Pre-Apprenticeship
- Classroom Agreement, *1 per participant*
- Name tags, *1 per participant*
- Binder, *1 per participant*
- Pens or Markers
- Whiteboard
- Dry erase markers
- 2 Buzzers

### Participant Passport Materials

- Gold Standards
- Session 1.1 Reflection Questions

### Preparation

- Print copies of the **Classroom Agreement** to distribute to each participant. Collect the signed copies during the session and store for your records.
- Prepare a **Participant Passport** for each participant by printing the workbook and compiling the pages in a binder or folder.
- Choose an ice breaker activity to conduct during the session for participant introductions. Choose an activity that is approximately 15 to 20 minutes based on the number of participants. Review the resources below for ideas:
  - 🔗 SessionLab, 67 Ice Breaker Games  
<https://www.sessionlab.com/blog/icebreaker-games/>
  - 🔗 TeamBuilding.com, 42 Fun Icebreaker Games & Activities for Adults  
<https://teambuilding.com/blog/icebreaker-games>
- Review the session materials and customize as needed to support your participants.
  - 🔗 Review the Facts & Myths of Apprenticeship Q&A included in this guide to prepare for the buzzer activity.
- Customize the session materials as needed, including **slide 23** with employer partner information. Include information about the local youth-serving organization or other volunteers that will be serving as mentors for pre-apprentices.

## Instructions

### Welcome and Icebreaker (25 minutes)

- **Slides 1-2:** Welcome participants as they enter the room and distribute name tags and markers. Instruct participants to write their names on their name tags and display them in a visible area.
  - ✎ **Note:** Within the classroom setting, using first names is a great way to build relationships and rapport.
- Begin the session by introducing yourself, your background, and any experience serving in youth development work. Also share building logistics (i.e., location of restroom, safety exits, etc.).
- **Slide 3:** Facilitators should utilize any ice breaker activity they are comfortable with to allow participants to introduce themselves and get to know each other. At a minimum, each participant should share their name and goals they hope to achieve while enrolled.

### Program Overview (20 minutes)

- **Slides 4-5:** Take a moment to provide an overview of the course purpose and goals and review the modules.
  - ✎ This may be a good time to share the meeting schedule as well.
  - ✎ Distribute copies and review the **Classroom Agreement** with the group. Ensure that participants understand all the statements and answer any questions they may have. Collect the signed copies.
- **Slides 6-7:** Share with participants that completing the pre-apprenticeship course will make them eligible to receive a Youth Development Work digital badge. Use the information and video to explain digital badges. At the end of module 4, participants will receive instructions for how they can claim their digital badge from Credly.
- Next, distribute the **Participant Passports** binders. Share that these workbooks not only include all handouts and resources required throughout the course but will serve as a resource for participants to reflect upon class sessions, lessons learned, skills they wish to build upon, and plans for improvement. Passport entries should be reviewed with assigned facilitators.
- **Slide 8:** Review the classroom **Gold Standards**. These are the house rules all participants should follow during class sessions. Please refer participants to the Gold Standards handout in the Passport.
  - ✎ Ask participants if there are any additional items that the group would like to add to the list.

## What is Apprenticeship? (25 minutes)

- **Slide 9:** Begin the next section by asking the participants to define what pre-apprenticeship means to them. Based on what participants know so far, ask what the difference might be between pre-apprenticeship and apprenticeship. Call on multiple volunteers and record responses on the whiteboard.
- After a few responses have been recorded, share with participants that they will now get to compete in a trivia activity to learn more about the facts and myths of apprenticeship.
  - ✎ **Note:** Facilitators should review the **Facts & Myths of Apprenticeship Q&A** included in this guide before the session. It includes true/false and open-ended questions that help define pre-apprenticeship and apprenticeship. Only the facilitator should get a copy of this document.
- Organize the class into two groups and provide each group with a buzzer. Place two chairs at the front of the room next to each other or have participants stand at a table with the buzzers on them. Review the instructions below before starting the activity:
  - ✎ For each trivia question, each group will send up a participant to try and be the first answer correctly.
  - ✎ Group members should rotate answering questions, so that each person gets at least one opportunity to play.
  - ✎ If the first person to press the buzzer answers incorrectly, the other person can steal the point if they can provide the correct answer. The group with the most correct answers wins.
- **Slides 10-18:** Ensure that everyone understands the rules and begin the trivia activity.
- **Slides 19-20:** After all the questions have been answered, review the information about pre-apprenticeships.
  - ✎ Share with participants specific examples of how you will be incorporating the quality elements of pre-apprenticeship into this program. For example, you may be providing additional support such as transportation vouchers to attend sessions.

## Employer Partner Introduction (10 minutes)

- **Slide 21:** Remind participants that a key element of apprenticeship is the connection to an industry and employment opportunities. Throughout this program they will have opportunities to see how the concepts they are learning about connect to the real work of youth service professionals.
- **Slide 22:** Introduce the local organization and/or volunteers that will be engaging with pre-apprentices. Ask if participants have utilized services from this organization before and what they would like to learn from mentors. Share this information with the employer partner and use it to guide future engagements.

## Conclusion (10 minutes)

- **Slide 23:** Wrap up the session with a brief group discussion. Use some of the reflective questions on the slide and encourage participants to write their responses to the **Session 1.1 Reflection Questions** in their Passports:
  - ✎ What does pre-apprenticeship mean to you?
  - ✎ How do you feel this pre-apprenticeship program will help you with the goals you've identified for yourself?
  - ✎ What resources do you have in place, or do you feel are critical to help you succeed in this pre-apprenticeship program?
  - ✎ What registered apprenticeship programs, if any, are you interested at this time?

## References

- U.S. Department of Labor, Explore Apprenticeship,  
<https://www.apprenticeship.gov/employers/registered-apprenticeship-program>
- U.S. Department of Labor, Explore Pre-Apprenticeship,  
<https://www.apprenticeship.gov/employers/explore-pre-apprenticeship>

## Facts & Myths of Apprenticeship<sup>1</sup>

<i>A Pre-Apprenticeship program is the same length as a Registered Apprenticeship (RA) program.</i>	<b>Myth:</b> One of the attractive benefits of pre-apprenticeship programs is that they are typically far shorter than that of Registered Apprenticeships. Pre-apprenticeship programs can range from a few weeks to a few months, whereas Registered Apprenticeships typically span the course of at least one year.
<i>Completing a pre-apprenticeship program allows the pre-apprentice to be eligible for a Registered Apprenticeship program.</i>	<b>Fact:</b> Pre-apprenticeship programs partner with a Registered Apprenticeship sponsor. As such, pre-apprentices have at least one RA they may apply to. In most instances, the pre-apprentice has more than one viable opportunity.
<i>Individuals who complete a pre-apprenticeship program have a higher chance of succeeding in a Registered Apprenticeship.</i>	<b>Fact:</b> Apprentices who successfully completed a pre-apprenticeship program have significantly increased rates of completion for the Registered Apprenticeship program in which they enroll.
<i>The Registered Apprenticeship system provides an opportunity for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. In this regard, the Registered Apprenticeship system effectively meets the needs of both employers and workers.</i>	<b>Fact:</b> The "Earn and Learn" training model of Registered Apprenticeship provides a unique combination of structured learning with on-the-job training from an assigned mentor. Related instruction, technical training, or other certified training is provided by apprenticeship training centers, technical schools, community colleges, and/or institutions employing distance learning and computer-based learning approaches. The goal of Registered Apprenticeship is to provide workers with advanced skill sets that meet the specific needs of employers.
<i>As apprenticeships are a training opportunity, typically apprentices only begin earning a wage after a certain competence is attained.</i>	<b>Myth:</b> Apprentices start working from day one with incremental wage increases as they become more proficient on the job. Apprenticeships range from one to six years, but the majority are four years in length.
<i>The majority of apprenticeships are two years in length.</i>	<b>Myth:</b> Apprenticeships range from one to six years, but the majority are four years in length.
<i>Upon completion of a Registered Apprenticeship program, participants receive an industry-issued, state-recognized credential that certifies occupational proficiency and can provide a pathway to the middle class.</i>	<b>Myth:</b> The credential is <b>nationally</b> recognized and is portable. Upon finishing the training program, an apprentice earns a Completion of Registered Apprenticeship certificate, an industry-issued, nationally recognized credential that validates proficiency in an apprenticeable occupation. In many cases, these programs provide apprentices with the opportunity to simultaneously obtain secondary and postsecondary degrees.
<i>Qualifications to enter a Registered Apprenticeship program are standardized and are established by the state's apprenticeship agencies.</i>	<b>Myth:</b> Registered Apprenticeship program sponsors identify the minimum qualifications to apply into their apprenticeship program.
<i>Program sponsors can set minimum qualification standards, such as age, for apprentices.</i>	<b>Fact:</b> 16 is the minimum age requirement to become an apprentice however the age requirement for some hazardous occupations may be 18. Program sponsors may also identify additional minimum qualifications and credentials to apply, such as level of education and the ability to physically perform the essential functions of the occupation.

<sup>1</sup> Adapted from YouthBuild USA. *Pathways to Apprenticeship*, November 2015. Pg. 18.

## Session 1.2: Youth Work Career Pathways

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90 minutes

### Purpose

Participants will learn about various youth work occupations and the competencies, training, and certifications required to pursue them.

### Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: 1.2 Youth Work Career Pathways
- Laptop/computer with Internet, *1 per participant*
- Flipchart or large poster paper
- Markers

### Participant Passport Materials

- Youth Worker Core Competencies
- Session 1.2 Reflection Questions and Resources

### Preparation

- Review the session materials and customize as needed to support your participants.
  - ✎ Familiarize yourself with the [My Next Move.org](https://www.mynextmove.org) website so that you can conduct a brief demonstration.
  - ✎ If applicable, update or add local and state-specific information about youth worker credentials on **slide 22**.

### Instructions

#### Defining Youth Work (35 minutes)

- **Slide 1-2:** Welcome pre-apprentices and introduce the session topic of exploring the youth worker profession. In this session they will learn how to define who a youth worker is and what they do. The class will explore core competencies as well as certifications needed at various levels in youth work.
- **Slides 3-4:** First, show the definition of youth. Then, ask the group to define who or what a youth worker is. Write the group's definition on a piece of poster paper and display it where everyone can see.
- Next, organize participants into small groups of four. Using the class definition of youth worker, within their groups, instruct participants to identify examples of people who may be a youth worker. Distribute a piece of flipchart paper to each group to record their responses.

- ✎ Each group should list at least five different examples. Encourage groups to include specific examples of what each youth worker's job entails if they can.
- ✎ Ask one member from each group to present their examples to the class.
- **Slides 5-12:** After each group has presented, begin a more formal exploration of youth work, starting with the definition of youth workers. Review the information about responsibilities, work settings, and tasks.
  - ✎ As you review the information, compare the information on the slides with the groups' definitions.
  - ✎ Where possible, incorporate real-world examples from your local youth-serving organization.

### Youth Worker Core Competencies (25 minutes)

- **Slide 13:** Define core competencies as the knowledge, skills, and attributes which youth workers and supervisors need in order to provide youth with the opportunities, support, and services they need to reach developmental outcomes.
- **Slides 14-19:** Introduce the National AfterSchool Association's ten core competencies of youth work. Direct participants to follow along in their Participant Passports with the **Youth Worker Core Competencies**. Provide examples of each competency from your own work with youth or from the partner youth organization.
- Share that in Module 4, pre-apprentices will have the opportunity to develop and practice their skills related to each of these competencies.

### Occupations and Credentials (30 minutes)

- **Slides 20-21:** Provide an overview of the various youth worker occupations, and a potential pathway for career advancement. Highlight the various job titles, education requirements, and salary changes along the pathway. Share that some of these roles have registered apprenticeship programs that pre-apprentices may be eligible to pursue after completing this program.
- **Slide 22-23:** Review the types of training and credentials that may be required of youth workers and additional resources where participants can learn more. These resources are included in the Participant Passport on the page **Session 1.2 Reflection Questions and Resources**.
- **Slide 24:** Choose one or two occupations to explore via the My Next Move website.
  - ✎ Click on the job titles to open the job profiles. Demonstrate for participants how they can find information on job duties, knowledge, skills, and abilities, education or training requirements, and job outlook information.
  - ✎ Allow participants some time to explore the MyNextMove site on their own, looking up occupations related to youth work.
- **Slide 25:** Play the 5-minute video to remind participants of the benefits of a registered apprenticeship program (RAP). Share that although this pre-apprentice program will

focus on the Youth Development Practitioner RAP, participants can pursue a variety of career options through apprenticeship.

- **Slide 26:** Wrap up the session using the **Session 1.2 Reflection Questions** in the Participant Passports. Have pre-apprentices pair up to discuss and call on a few volunteers to share out with the larger group. Use participants responses to customize future sessions.

## References

- United States Factsheet, <https://www.youthpolicy.org/>
- Mohawk College, Child and Youth Work, Retrieved from <https://www.mohawkcollege.ca/sites/default/files/Programs/620A/CYWInformationPowerpoint.ppt>
- National AfterSchool Association. (2023). *Core Knowledge Skills & Competencies for Out-of-School Time Professionals*. [https://cdn.ymaws.com/naaweb.org/resource/collection/F3611BAF-0B62-42F9-9A26-C376BF35104F/NAA\\_Core\\_Knowledge\\_Skills\\_Competencies\\_for\\_OST\\_Professionals\\_rev2023.pdf](https://cdn.ymaws.com/naaweb.org/resource/collection/F3611BAF-0B62-42F9-9A26-C376BF35104F/NAA_Core_Knowledge_Skills_Competencies_for_OST_Professionals_rev2023.pdf)
- Target Jobs, Youth Worker: Job Description, <https://targetjobs.co.uk/careers-advice/job-descriptions/youth-worker-job-description>
- SCAS, E-games: Empowering youth work. <https://scas.bg/index.php/2018/11/18/e-games-empowering-youth-work/>
- U.S. Department of Labor, Jumpstart Your Career Through Apprenticeship, <https://www.apprenticeship.gov/career-seekers>
- U.S. Department of Labor, My Next Move, <https://www.mynextmove.org/>

## Session 1.3: Goal Setting

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*90 minutes*

### Purpose

Participants will set goals for the remainder of the pre-apprenticeship program and future employment.

### Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: 1.3 Goal Setting
- Flipchart or large poster paper
- Markers

### Participant Passport Materials

- Planning for Change

### Preparation

- Review the session materials and customize as needed to support your participants.
  - ✎ Review the Planning for Change handout in the Participants Passports and be prepared to assist participants as they complete it during the session.
- Determine how mentors and pre-apprentices will be matched. Prepare to share contact information or schedule a time for introductions.

### Instructions

#### Introduction (10 minutes)

- **Slides 1-2:** Welcome participants and share that identifying long-term goals regarding future employment will be an essential component of this pre-apprenticeship program.
- **Slide 3:** Ask pre-apprentices to define the term “goal”. Record responses on a flipchart.
- Ask participants how they set a goal. How do they measure their goals?
- Explain to participants that goal setting lays the foundation for behavior change and in this session they will learn a strategy for setting goals and planning to change behavior.

#### SMART Goals (20 minutes)

- **Slides 4-9:** Review the SMART Goal format and example.
- To ensure that everyone understands the framework, lead the group through the practice of making a SMART goal. Call on a volunteer to share a behavior they would

like to change (e.g., walking more or reading more books) and ask the group to develop SMART goal language for it. Write the example goal on the flipchart paper.

- **Slide 10:** Next, instruct participants to turn to the **Planning for Change** handout in the Participant Passport. They will now create goals and a plan for the pre-apprenticeship.

### Planning for Change (40 minutes)

- Ask participants to think about their goals for future employment. Have them complete the first page of the Planning for Change handout.
  - ✎ What goals would you like to accomplish 4 weeks from now?
  - ✎ What goals would you like to accomplish 4 months from now?
  - ✎ What goals would you like to accomplish 4 years from now?
- Ask a few pre-apprentices to share their goals with the group.
- Have participants reflect on their long-term goal. Give participants a few minutes to provide a response to the first question on page two of the Planning for Change handout (*The changes I want to make are...*).
- Call on a few participants to share aloud with the group, helping them to reflect on their responses. Do this for each of the questions.
  - ✎ Ensure that you call on a variety of volunteers, giving each participant an opportunity to share with the group at least once.
  - ✎ Refer to the directions and sample outline if participants have questions.
  - ✎ Allow time for participants to fill in each section of their plan. If there are questions, discuss them as a group or have participants work with a partner to brainstorm together.

### Conclusion (20 minutes)

- Inform the pre-apprentices that throughout this program they will have opportunities to meet with the facilitator and mentors to share updates about their goals.
  - ✎ **Note:** If you will be working with employer volunteers or mentors, share this information with participants. If they've not yet received their facilitator or mentor's contact information, ensure they receive it by the end of the session.
- **Slide 11:** Show the 10-minute video [If you want to achieve your goals, don't focus on them](#). Call on a few participants to share their thoughts about the video.

### References

- Motivational Interviewing Network of Trainers  
<https://motivationalinterviewing.org/sites/default/files/changeplan.pdf>
- TEDx Talks, If you want to achieve your goals, don't focus on them: Reggie Rivers at TEDxCrestmoorParkED  
[https://youtu.be/V2PP3p4\\_4R8?feature=shared](https://youtu.be/V2PP3p4_4R8?feature=shared)

## Session 1.4: Module 1 Reflection

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*30 minutes*

### Purpose

Participants will reflect on their learning and assess their comprehension of the key concepts from the module.

### Materials

- Laptop/computer with Internet and projector
- PowerPoint presentations from Module 1

### Participant Passport Materials

- Module 1 Reflection

### Preparation

- Review the Module 1 Reflection activity in the Participant Passports and be prepared to answer questions about the list of competencies.

### Instructions

- Direct pre-apprentices to the **Module 1 Reflection** activity in their workbooks. Share that in this session they will reflect on their learning of the key concepts from the Module 1 sessions.
- Review the instructions on the first page of the activity.
- Read aloud each of the Module 1 competencies on the second page. Ask if there are any questions about the competency to ensure that participants can accurately assess their understanding.
  - ✎ Use the slides from Module 1 sessions to highlight key learnings or provide examples of the competencies.
- Instruct pre-apprentices to write responses to the reflection questions. Afterwards, they should pair up to discuss and develop a mini-action plan for the competency they would like to develop.
- As time permits, have pre-apprentices share out their action steps with the group.