

Module 3: Exploring Youth Development Work Facilitator Guide

Youth Development Practitioner Pre-Apprenticeship

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Overview

Module 3 consists of six sessions and participants will get a deeper look into the youth development practitioner (YDP) occupation, employers, training, and the YDP registered apprenticeship program.

Objectives

- Participants will understand the work environments for youth-serving professionals.
- Participants will learn about the features of engaging and effective youth programming.
- Participants will understand the ethical standards and expectations of youth work.
- Participants will be able to identify benefits and challenges of youth-serving work.
- Participants will understand the key components of the Youth Development Practitioner Registered Apprenticeship.

Sessions

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TOTAL TIME		7.5 hours	

Session 3.1: Youth Work Landscape

90 minutes

Purpose

Participants will gain an understanding of typical employers and work environments associated with youth-serving occupations. They will also have the chance to explore local opportunities within these fields.

Materials

- Laptop/computer with Internet and projector with sound
- PowerPoint presentation: 3.1 Youth Work Landscape
- Laptop/computer with Internet, 1 per participant
- Whiteboard
- Markers
- Paper and pen/pencil

Participant Passport Materials

- Local Opportunities List

Preparation

- Review the session materials and customize as needed to support your participants.
- Develop a list of local youth-serving organizations that may serve as example employers for pre-apprentices who are interested in this work. Add the organizations' information to **Slide 24**.

Instructions

Employers and Environments (45 minutes)

- **Slides 1-4:** Welcome participants and explain that youth development specialists work with a variety of organizations dedicated to guiding and supporting young individuals, helping them establish or maintain a positive trajectory for their future. Examine the different roles that youth development specialists can fulfill. As a youth development specialist, they may take on one or multiple roles in a single day, depending on the organization they work for and the needs of their young people.
 - ✎ While reviewing the roles, discuss with participants the types of tasks and responsibilities a youth development practitioner might take on when serving in each of the listed roles. Write their responses on the whiteboard.
- **Slide 5:** Explain that youth development specialists often work in schools, community centers, juvenile justice systems, or non-profits, collaborating with families, educators, and other stakeholders to create a supportive environment for youth development.

- **Slide 6:** Highlight some of the largest organizations and non-profits employing youth development specialists. These organizations focus on empowering young people through education, career readiness, and personal development programs.
 - ✎ Review some of the most notable organizations in the U.S. that actively employ youth development practitioners. Let participants know that this is only a snapshot of the possibilities, as many other companies and organizations also offer opportunities for youth development practitioners.
 - ✎ Let participants know that at the conclusion of today's session, participants will have the opportunity to research local companies and organizations that employ youth development practitioners.
- **Slide 7:** Divide participants into groups of four. Each group will research one of the larger organizations listed on the previous slide. Use this slide to help guide participants with their research and help compare the key characteristics of the program they have selected. Give participants 10 minutes to complete their research, then have each group present their findings. Using the flipchart, conclude the activity by summarizing the similarities and differences between the organizations.
- **Slide 8:** As a youth development practitioner, you can expect a working environment that is dynamic, people-focused, and oriented towards fostering growth. Review some of the typical youth development practitioner working environment characteristics.
 - ✎ While reviewing the working environment characteristics on this slide, prompt participants to identify which characteristics they believe will be the easiest to navigate and which will be the most challenging, keep track of their responses on the whiteboard. Encourage them to explain their reasoning.
- **Slide 9:** Work environments for youth development practitioners vary based on factors such as the ages of youth served, the structure of programs (year-round or seasonal), and the type of programming offered. Additionally, geographical location—urban, rural, or suburban—plays a key role in shaping program development. Understanding the diverse work settings for youth development practitioners is essential for participating in and tailoring programs that effectively meet the needs of young people.
- **Slide 10-14:** Remind participants that as a youth development practitioner, you'll encounter a wide range of behaviors, as young people are navigating various stages of growth, challenges, and self-discovery. Facilitators will use these slides to review certain youth behaviors and challenges, influencing factors, and how to respond appropriately.
 - ✎ Remind participants that working with youth is incredibly rewarding but comes with a unique set of challenges—it's important to keep in mind that you have the chance to make a profound impact on youth by guiding and supporting them through their journey.

- **Slide 15-18:** We've explored various working environments like schools, community centers, and juvenile justice facilities. Each environment operates in unique ways, shaping how youth behavior is managed within their environments. Now, let's connect these ideas further. Youth behavior is deeply influenced by the work setting, as different environments can elicit distinct responses and behaviors. Consider how the characteristics of each setting might influence the approaches used to respond to and manage different types of behaviors.
 - ✎ Ask participants how might strategies vary between summer camp and juvenile justice environments?
 - ✎ Remind participants that youth development practitioners need to adapt their strategies to the specific needs and dynamics of the environment, ensuring that they create supportive and empowering spaces for young people.
- **Slide 19-21:** Now that you've discussed the types of organizations that employ youth development practitioners and the working environment of youth development practitioners, it's time to connect youth development practitioner employment with local opportunities. Review the slides highlighting several options to investigate including job boards, community organizations, apprenticeships, networking, educational institutions, government resources and Artificial intelligence (AI) platforms and tools.

Local Opportunities (20 minutes)

- **Slide 22:** To close out the session, participants will use the information from this session to identify local organizations that employ youth workers.
- **Slide 23:** Direct pre-apprentices to the Participant Passport where they will make a **Local Opportunities List**. Using online search resources previously discussed, they will create a list of at least five local organizations that employ youth workers.
- Facilitators should circulate around the room to ensure participants stay on task and offer support if they have questions.
 - ✎ Encourage participants to search for any job postings from the organization to help identify job roles and responsibilities.
 - ✎ If pre-apprentices are unable to find all the information, brainstorm as a group a few sources where they could find more information (such as the LinkedIn profiles of current employees).
- **Slide 24:** Facilitators can share their sample list of employers if they wish. If time is short, participants can continue working on their lists on their own or the facilitator may allow more time in a later session.
- **Slide 25:** Share additional resources for participants interested in learning more.

Extension Activity (25 minutes)

- In this activity, participants will think critically about the responsibilities, skills, qualities, and work environment of a youth development practitioner. Participants will draft a job description that represents their vision of the ideal role for a youth development practitioner, a position they would be eager to apply for. Ask participants to include the following key elements:
 - ✎ Job Title
 - ✎ Company Name and location
 - ✎ Salary
 - ✎ Purpose of the role
 - ✎ Key responsibilities
 - ✎ Desired qualities or traits
 - ✎ Required skills and qualifications
 - ✎ Work environment details
- Encourage participants to be imaginative and align the role with their personal values. Additionally, participants should think about how the role supports the growth and development of youth.
- Recap the activity by highlighting common themes in the ideal job descriptions created. Encourage participants to take their drafts home and refine them further, considering how they might present their vision during interviews or career planning.

References

- National Association of Social Workers, Youth Development Specialist Overview. <https://joblink.socialworkers.org/career/youth-development-specialist>
- Excel Beyond the Bell, Practitioner Guide. https://web.archive.org/web/20160304045716/http://excelbeyondthebell.org/professional/practitioner_guide.html
- CYCCB, Competencies for Professional Child & Youth Work Practitioners. https://cyc-net.org/pdf/2010_Competencies_for_Professional_CYW_Practitioners%20%281%29.pdf
- Climb, What Does a Youth Development Specialist Do? <https://climbtheladder.com/youth-development-specialist/>
- Cause IQ, Organizations Supporting a Single Youth Development Organization <https://www.causeiq.com/directory/organizations-supporting-a-youth-development-nonprofit-list/>
- Target Jobs, Youth Worker: Job Description. <https://targetjobs.co.uk/careers-advice/job-descriptions/youth-worker-job-description>

Session 3.2: Youth Development Programming

90 minutes

Purpose

The purpose of this learning session is to equip participants with a deeper understanding of effective programming and planning strategies. Participants will explore the 9 key elements of a positive developmental environment and gain insights into youth-centered learning approaches, such as scaffolding, to foster meaningful and impactful educational experiences.

Materials

- Laptop/computer with Internet and projector with sound
- PowerPoint presentation: 3.2 Youth Development Programming
- Laptop/computer with Internet, *1 per group*
- Flipchart
- Markers
- Index cards

Participant Passport Materials

- None

Preparation

- Review the session materials and customize as needed to support your participants.
- Write the reflection questions on index cards to distribute to each group during the warm-up. Depending on the number of participants, multiple groups may end up responding to the same question.
 - ✎ Reflection question 1: Why do young people join youth programs?
 - ✎ Reflection question 2: Why do young people join gangs?

Instructions

Elements of a Positive Developmental Environment (40 minutes)

- **Slides 1-4:** Welcome and divide participants into an even number of small groups (four per group). Assign groups to different corners of the room with a lot of space between them. There will be two different reflection questions; groups with the same reflection question should not be next to each other. Each group has five minutes to generate and discuss 30 ideas. Ask participants to write down their answers on the flipchart.
- At the end of the five minutes, ask each group to bring their flipchart to the front and hang them up next to each other, grouped by question. Ask them to read over the lists


of reasons why young people join programs and gangs. As a group, discuss the surprises, similarities, and differences in responses.

- Remind participants that young people have similar reasons for joining programs and gangs, thus gangs represent real competition for youth programs. It's crucial to design youth programs that are exciting, high-quality, and engaging to encourage youth participation, ultimately fostering long-term benefits for their personal and professional futures.
- **Slides 5-6:** Ask participants to discuss what a positive developmental environment is and what it could look like in youth programming. Let them know that positive environments are social settings that are safe, inclusive, and welcoming, where young people feel a sense of belonging and know that they are valued. When these environments are also rich in learning opportunities, young people can undertake challenges, fail productively, and try again without coming to emotional or physical harm.
- **Slide 7:** Introduce the 9 elements of a positive developmental environment; supportive relationships, safety and stability, opportunities for learning and growth, positive reinforcement, autonomy and empowerment, equity and inclusivity, access to resources, integration of family, school and community connection, encouragement of resilience.
 - ✎ Ask participants to review the list and identify which of the elements they think is most important and why.
- **Slides 8-22:** Examine each component of a positive developmental environment. Each slide highlights the purpose of including the element, followed by bullet points outlining actionable steps to incorporate it into programming effectively.
 - ✎ **Slides 9-13:** The Simple Interactions Tool is widely used in settings like schools, childcare centers, and community programs to help caregivers and educators build stronger relationships with children. It emphasizes recognizing and building on what adults already do well, fostering a strengths-based approach to learning and growth. These slides walk participants through the four key dimensions: Connection, Reciprocity, Inclusion, and Opportunity to Grow. Consider role-playing some of the examples on each slide if time permits.
 - ✎ **Slide 14:** Inform participants that future sessions will delve deeper into developing programming through a trauma-informed perspective.
 - ✎ **Slide 18:** As a facilitator, emphasize the mutual benefits of integrating youth voices into programming. Highlight that empowering young people to contribute actively to program development fosters their sense of belonging, value, and participation, while simultaneously enhancing their leadership and teamwork abilities. Acknowledge that this approach may require practitioners to carefully balance their involvement but reassure them that it is a meaningful practice that exemplifies the growth mindset we aim to cultivate in youth.

Program Flyer (30 minutes)

- Divide participants into an even number of small groups (four per group). Ask one person per group to create an account on Canva.com. Canva is an online design platform that allows users to create visual content, such as presentations, social media graphics, and posters. It offers a variety of tools and resources for users of all skill levels.
- **Slide 23:** Inform participants that they will create a flyer or advertisement for their program. Using elements, text, and images, participants will create an advertisement for their program that highlights the main components of their program that will entice youth to join.
- Inform groups that they will have 25 minutes to work on their advertisements. The facilitator can help create a comfortable environment by playing music in the background.
- **Slide 24:** To start the advertisement on Canva, on the home screen search bar and type “Program Flyer Template”. From there, participants can select a template or build one from scratch.
- Facilitators should print and display the advertisement flyers around the room for viewing. If time permits, allow participants to share their flyers with the group.

Youth-Centered Learning Approaches (20 minutes)

- **Slides 25:** Introduce youth-centered learning. Explain that youth-centered learning puts young people at the center of their learning experiences by engaging them in decisions about what they learn and how they learn it. Allowing them to select the way they interact with a subject matter helps them connect abstract concepts and skills to real-world applications, giving them valuable experience in navigating the world around them.
- **Slide 26:** One common youth-centered learning approach is scaffolding. Explain to participants that scaffolding involves providing temporary support and guidance to youth as they learn new concepts or skills, gradually removing that support as they become more proficient, ultimately fostering independent learning.
 Watch the 5 Scaffolding Strategies to Bolster Student Learning video.
- **Slide 27-30:** Reiterate that scaffolding is a teaching strategy where educators provide temporary support, like construction scaffolding, to help youth learn and master new concepts or skills. Review why scaffolding is used, how it works, example scaffolding strategies, and benefits of scaffolding.
- **Slide 31:** Review some additional youth-centered learning strategies that should be incorporated into the programming model.
- **Slide 32:** Ask participants to share some activities they have participated in either in or out of school that incorporated youth-centered approaches to learning.

References

- Act for Youth, Positive Youth Development Curriculum.
https://actforyouth.org/resources/pyd/pyd_pyd101curriculum.pdf
- Act for Youth, Competencies in Youth Work.
<https://actforyouth.org/pyd/professionals/competencies.cfm>
- Simple Interactions, Simple Interactions Tool. <http://www.simpleinteractions.org/the-si-tool.html>
- Education Northwest, Four Principles for Meaningfully Incorporating Youth Voice into Programs and Services. <https://educationnorthwest.org/insights/four-principles-meaningfully-incorporating-youth-voice-programs-and-services>
- Nation Center for Youth Law, Establish Youth-Centered Approaches To Education.
<https://web.archive.org/web/20240215001332/https://youthlaw.org/initiatives/establish-youth-centered-approaches-education>
- Helpful Professor, Scaffolding in Education.
https://www.youtube.com/watch?v=JkhS69W_kg8

Session 3.3: Ethics and Related Issues

90 minutes

Purpose

This session highlights ethics, safeguarding, and confidentiality when working with youth to empower participants with the knowledge and tools they need to navigate sensitive situations responsibly and ethically. Participants will be introduced to confidentiality and safeguarding and learn how to make thoughtful and principled choices in their personal and professional lives.

Materials

- Laptop/computer with Internet and projector with sound
- PowerPoint presentation: 3.2 Ethics and Related Issues
- Laptop/computer with Internet, 1 per group
- Flipchart
- Markers
- Pens or pencils

Participant Passport Materials

- Personal Code of Ethics
- Code of Ethics Reflection
- Ethical Dilemmas

Preparation

- Review the session materials and customize as needed to support your participants.

Instructions

Decision Making and Ethics (60 minutes)

- **Slides 1-3:** Welcome pre-apprentices and ask them how they make decisions. Is decision-making a skill that was taught to them like tying their shoes? Are there rules to decision-making? Do they change depending on the environment or circumstance (i.e., home v. work v. school v. with friends)?
- **Slide 4:** Introduce the idea of ethics. Call on a few volunteers to define the term.
 - ✎ Ethics: moral principles that govern a person's behavior.
 - ✎ Explain that ethics play a vital role in the workplace just like they do outside of it. Both employers and employees often deal with ethics within their positions (i.e., employers are ethically responsible to treat employees with dignity and respect; employees are ethically responsible to treat company resources and products with care).

- ✎ Ask participants how they think decision-making relates to ethics?
- **Slide 5:** Introduce the concept of work ethic. Share the quote below from actor Dwayne “The Rock” Johnson or look up another celebrity that may be more familiar to your participants who has spoken about work ethic.
- The Rock was quoted saying, “I’m always asked, ‘What’s the secret to success?’ But there are no secrets. Be humble. Be hungry. And always be the hardest worker in the room.”
- Using a flipchart, ask pre-apprentices to define or describe work ethic. Is it a skill? A habit? A behavior? List character traits that someone with a strong work ethic has (i.e., timely, dependable, efficient, etc.).
- **Slide 6:** In this activity, pre-apprentices will develop a personal code of ethics. Refer pre-apprentices to the **Personal Code of Ethics** handout in the Participant Passport. Explain what a code of ethics is:
 - ✎ Code of Ethics: An agreement among participants of a group on the norms that shall guide their behavior during the involvement in the group.
- Ask pre-apprentices to circle their top ten most important character qualities from the provided list. Additionally, ask participants to write behaviors that show the qualities selected in the previous step.
- Instruct pre-apprentices to break into small groups and list behaviors that are common among most participants’ lists. Allow pre-apprentices to use a flipchart to write the character qualities and associated behaviors.
- As the facilitator, write a list on the flipchart synthesizing the group lists into one class agreed-upon list. Discuss commonalities listed on the flipchart.
- **Slide 7:** Refer pre-apprentices to the **Code of Ethics Reflection** in the Participant Passport. Instruct pre-apprentices to use the character qualities they chose in Personal Code of Ethics to complete the Code of Ethics Reflection independently.
- After participants have completed the reflection, facilitate a large group discussion about using the ethical codes in a step-by-step, decision-making process to resolve ethical conflicts. Ask the following reflection questions to the larger group:
 - ✎ Can you identify any external influences (e.g., family, culture, education) that have shaped your ethical beliefs?
 - ✎ Do you think your personal code of ethics will evolve over time?
 - ✎ Are there any values or principles in your code of ethics that you might find challenging to uphold? Why?
 - ✎ How will you handle situations when your ethical beliefs conflict with those of others?
 - ✎ How do you think your code of ethics will influence your future career choices and interactions with colleagues?

- **Slides 8-15:** Emphasize the importance of maintaining an appropriate level of confidentiality while working with youth. Confidentiality should be clearly defined. Use these slides for support, including the scenario examples.
 - ✎ **Confidentiality** when working with youth refers to the ethical and legal responsibility of professionals to protect the privacy of the young individuals they serve. This means safeguarding their personal information, conversations, and any sensitive details shared during interactions.
 - ✎ However, there are limits to confidentiality. If there's a risk of harm to the youth or others—such as instances of abuse, self-harm, or danger to someone else—professionals are obligated to report this to appropriate authorities in accordance with laws and regulations.
 - ✎ **Note:** All personal information regarding pre-apprentices and those they interact with during this curriculum should be kept confidential. Both the facilitator and participants should be sure to avoid the use of real names when discussing with outside sources to uphold confidentiality.
- **Slides 16-18: Safeguarding** is used to define the responsibilities, actions and steps taken to prevent harm to people, especially children, youth, and vulnerable adults during delivery of development and humanitarian assistance. Remind participants that as a youth development practitioner, it is part of your job to protect participants from any type of harm, including sexual exploitation and abuse (SEA), child abuse and human trafficking.
 - ✎ The Protecting Program Participants from Sexual Exploitation and Abuse Policy (PSEA) states that youth development practitioners have a responsibility to protect youth from sexual exploitation and abuse. Review the PSEA policy and different types of abuse. Answer any questions that participants may have about confidentiality before moving on.
 - ✎ Let participants know that upon being hired as a youth development practitioner, their employer will likely mandate formal training on safeguarding to ensure the protection and well-being of the youth you work with.
- **Slide 19:** Initiate a discussion about implementing programming through a Trauma-Informed Lens. When engaging young people through a trauma-informed lens, it is possible to recognize some behaviors as symptoms of trauma and respond appropriately to avoid deepening the trauma. Both safeguarding and trauma-informed approaches aim to establish a safe environment. Safeguarding ensures protection from harm, while trauma-informed practices address emotional and psychological safety by being sensitive to past experiences of trauma. Safeguarding and trauma-informed programming both emphasize empowerment, advocating for youth voices and fostering a sense of agency.
 - ✎ Explore the six guiding principles essential for creating trauma-informed programming: Safety, Trustworthiness and Transparency, Peer Support,

Collaboration and Mutuality, Empowerment, Voice, and Choice, and Cultural, Historical, and Gender Considerations. These principles provide a framework to ensure programming is supportive and responsive to individuals' needs.

- **Slide 20:** Watch the video titled Getting Started with Trauma-Informed Practices.
- By weaving safeguarding and trauma-informed principles together, you can create programming that not only protects youth from harm but also helps them thrive in environments designed with empathy and care.
- Answer any questions that participants may have about confidentiality, safeguarding and trauma-informed care before moving on.

Navigating Dilemmas (30 minutes)

- **Slide 21:** Introduce the concept of a dilemma. Call on a few volunteers to explain the concept of a dilemma.
 - ✎ **Dilemma:** A dilemma in youth work refers to a challenging situation where a youth worker must navigate competing considerations, conflicting interests, or multiple options for action. These dilemmas often involve ethical tensions, such as balancing the rights, needs, and relationships of young people while adhering to organizational policies and professional standards.
- Remind pre-apprentices that maintaining personal and professional boundaries can make youth work challenging. Young people come into the program from many different living situations, bringing with them always-changing experiences, stressors, and emotions. This can lead to many dilemmas or situations that require some good decision making and strategizing.
- **Slide 22:** Review the 4-step process for solving ethical dilemmas.
 - ✎ Identify the dilemma or ethical issue.
 - ✎ Collect all required information and sort through the facts.
 - ✎ Brainstorm possible solutions.
 - ✎ Decide on the solution and reflect.
- Refer pre-apprentices to the **Ethical Dilemmas** handout in the Participant Passport. Using Case 1 of the studies provided work through the 4-step process for making ethical decisions as a group. Next, have pre-apprentices break into groups of 3-4 and read through the remaining scenarios provided in the handout. Have them discuss each scenario and how they would address it.
- **Slide 23:** As a class, have each group present two scenarios and explain how they would address each one and why. Have them reflect on their decision-making process:
 - ✎ Were these easy problems to solve?
 - ✎ Did your peers agree with your group's solution?
 - ✎ What other types of situations do they think could happen while working with youth?
 - ✎ What do you do when your ethics clash with a co-worker or supervisor?

References

- US Department of Labor, Soft Skills to Pay the Bills.
https://www.dol.gov/sites/dolgov/files/odep/pdf/softskillsguide.pdf?utm_source=copilot.com
- Mississippi Department of Education, Instruction Activity.
<https://www.mdek12.org/sites/default/files/documents/OAE/CTE/k12career/g10/u4/instructional-activity-2-cd9-gr10-unit4-lesson1.pdf>
- Association for Child and Youth Care Practice, Standards for Practice.
https://acycp.org/images/pdfs/PrinciplesOfStandards23_v2-8.pdf
- NSPCC Learning, Getting Support with Safeguarding.
<https://learning.nspcc.org.uk/safeguarding-child-protection/getting-support-with-safeguarding>
- World Relief, Prevention of Sexual Exploitation and Abuse.
https://worldrelief.org/content/uploads/2021/08/Prevention-of-Sexual-Exploitation-and-Abuse-Policy_June2018.pdf
- National Association for the Education of Young Children, Code of Ethical Conduct and Statement of Commitment. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

Session 3.4: Professional Panel

90 minutes

Purpose

This session will provide an engaging and insightful atmosphere where participants can interact with youth work professionals. Participants will hear from youth work professionals on current topics in the field.

Materials

- Laptop/computer with Internet and projector with sound
- PowerPoint presentation: 3.4 Professional Panel

Participant Passport Materials

- None

Preparation

- **This session will require pre-work from the facilitator's end and collaboration with working professionals.** Using professional networks and contacts, arrange for at least 3 youth work representatives to come in to serve on a panel.
- Review the session materials and customize as needed to support your participants.
 - ✎ Add a photo and job title of each youth work representative to the presentation. Consider sharing the slides with youth work representatives so they can prepare some of their responses in advance.

Instructions

Youth Work Representative Panel (90 minutes)

- **Slides 1-3:** Welcome participants and explain that this session is designed to give pre-apprentices an inside look into the world of youth work. Participants will be learning about experiences with engaging families and communities, understanding the culture and philosophy that drives their work, and exploring the various career paths and opportunities for professional growth in this inspiring field.
 - ✎ Remind pre-apprentices that it's not every day that you get to hear directly from professionals who live and breathe youth work, so take this chance to absorb their insights and ask questions. Whether you're curious about their personal journeys, the challenges they've faced, or their proudest achievements, this is your moment to learn from their wealth of experience.
 - ✎ Let participants know there will be time at the end of the discussion to ask their own questions.

- **Slides 4-6:** Introduce the youth work representatives that are serving on the panel. Ask panelists to provide a quick introduction covering any information they are comfortable sharing regarding their chosen career, educational pathway, etc.
- **Slides 7-10:** Facilitate a panel discussion between the youth work representatives and pre-apprentices. Use the questions provided on these slides or formulate your own. The questions have been broken down into the following sections:
 - Personal Experiences
 - Engaging Families and Communities
 - Agency Philosophy and Culture
 - Career Paths and Professional Growth
- Feel free to modify the questions as needed. Add or remove any to tailor the discussion to align with the specific interests and needs of your pre-apprentices.
- **Slide 11:** Provide an opportunity for pre-apprentices to ask any additional or follow-up questions to the youth work representatives. Ask panelists if they have any questions for the pre-apprentices.
- **Slide 12:** Express heartfelt gratitude to the panelists for sharing their time and insights. Let them know how much pre-apprentices appreciate their generosity in speaking about their work and providing them with the valuable opportunity to learn from their experiences.
 - If possible, use additional time at the conclusion for pre-apprentices to engage with panelists individually, providing an opportunity to ask any lingering questions they might not have felt comfortable raising in the group setting.

References

- LinkedIn, 24 Questions to Ask in Any Panel Discussion.
<https://www.linkedin.com/pulse/24-questions-ask-any-panel-discussion-kristin-arnold>
- InterviewPrep, 20 Most Common Youth Worker Interview Questions and Answers.
<https://interviewprep.org/youth-worker-interview-questions/>

Session 3.5: Introduction to the Youth Development Practitioner Registered Apprenticeship

60 minutes

Purpose

Participants will be introduced to the Youth Development Practitioner Apprenticeship (YDPA) program. They will explore the competencies and session topics for this RAP and learn how they can pursue this or other apprenticeship programs.

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: 3.5 Introduction to the YDPA

Participant Passport Materials

- ApprenticeshipUSA Fact Sheet

Preparation

- Review the session materials and customize as needed to support your participants.
 - ✎ Familiarize yourself with the [Apprenticeship Job Finder](#) website so that you can conduct brief demonstrations.
 - ✎ Read about the YDPA program at [Youth Development Practitioner Apprenticeship | NIWL Resource Hub](#)
 - ✎ Watch the video [What is Flow Theory?](#) and the companion [article](#) and be prepared to debrief it with participants.

Instructions

Youth Work and Youth Development Practitioner Apprenticeship (40 minutes)

- **Slides 1-3:** Welcome participants and remind them that they learned about youth work opportunities in the previous sessions. In this session they will continue exploring youth work through registered apprenticeships.
- **Slide 4:** Provide an overview of 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.
- **Slides 5-7:** Introduce the YDPA program. Review the program overview, job prospects, and module topics. Use some of the prompts below to lead a group discussion about participants' interest in the RAP:
 - ✎ Based on what you've learned about youth work jobs, and the module topics for this RAP, how well might this program prepare apprentices?

- ✎ Which roles do you think YDPAs would be most likely to successfully pursue?
- ✎ Are there any module topics you would be interested in learning more about?
- **Slide 8:** Next, the group will explore Flow Theory from Module 2 of YDPA: Coaching & Counseling Strategies.
- **Slides 9-10:** Show the video, *Flow Theory in Less Than 5 Minutes*, asking participants to note anything that stands out to them in the video. Afterwards, organize participants into pairs or trios to discuss the debrief questions. Allow about 10 minutes for discussion.
- **Slide 11:** Bring the large group back together and review the key points. Ask why the concept of flow might be included in an apprenticeship program for coaching or counseling youth.
- **Slide 12:** Wrap up the discussion on flow and share the tips on how youth workers can use it to engage youth.
- **Slide 13:** Share the contact information for any participants who are interested in learning more about the YDPA program.

Apprenticeships.gov (20 minutes)

- **Slides 14-15:** To close out the session, and help interested participants begin to think about apprenticeships, provide a demonstration of the Career Seekers page on <https://www.apprenticeship.gov/apprenticeship-job-finder>.
- ✎ Show participants how to look up training opportunities by job or program.
Participants can also follow along on their own devices.
- As time permits, allow participants to look up opportunities and direct them to the ApprenticeshipUSA fact sheet in their Passport with information about registered apprenticeships.

References

- 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/>
- John Spencer, Flow Theory, <https://spencerauthor.com/flow-theory/>

Session 3.6: Module 3 Reflection

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 3

Participant Passport Materials

- Module 3 Reflection

Preparation

- Review the Module 3 Reflection activity in the Participant Passports and be prepared to answer questions about the list of competencies.

Instructions

- Direct pre-apprentices to the **Module 3 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 3 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 3 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.