

# Module 4: Competencies in Action Facilitator Guide

Youth Development Practitioner Pre-Apprenticeship

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## Overview

The eleven sessions in Module 4 offer participants an opportunity to practice and develop the ten core competencies for youth development work. They will close out the pre-apprenticeship program by creating an action plan for their career journey.

### Skill Builder Challenge

Sessions 1-10 include a Skill Builder Challenge, where pre-apprentices can complete a homework assignment that relates to one or more of the NAA Core Competencies and the Youth Development Practitioner Apprenticeship modules. These activities are designed to be completed by participants independently, with a peer, or with support from their apprenticeship mentor. Facilitators may choose to incorporate these activities into scheduled session time as well.

## Objectives

- Participants will be able to identify nine skills for success in any work environment.
- Participants will understand the importance of communication for relationship development.
- Participants will understand the significance of empathy skills for youth service work.
- Participants will demonstrate their creative skills and apply it to youth work.
- Participants will learn about and practice time management and conflict resolution skills.
- Participants will understand how critical thinking, problem solving, and collaboration skills improve teamwork.
- Participants will learn about mental health and develop a self-care plan.
- Participants will understand the role of social capital in networking and practice expanding their network with LinkedIn.

## Sessions

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4.4	Increase Your Creativity	120 minutes	15
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4.6	Mental Health and Self-Care	120 minutes	22
4.7	Social Capital and Mentorship	120 minutes	25

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4.8	Time Management	120 minutes	28
4.9	Conflict Management	120 minutes	30
4.10	Personal Branding and LinkedIn	120 minutes	33
4.11	Module 4 Reflection, Action Plans and Feedback	90 minutes	37
TOTAL TIME		21.5 hours	

## Pre-apprenticeship Completion

As facilitators approach the end of your pre-apprenticeship program, be sure to take time to:

- **Submit the Completion Form** at <https://niwl.fhi360.org/apprenticeships/> to report the number of successful participants. Facilitators must submit the pre-apprentices information for them to receive certificates of completion and be awarded digital badges.
- **Schedule time to celebrate.** Consider inviting pre-apprentices, their families, and program mentors to acknowledge and celebrate their accomplishments.
- **Collect and share feedback.** A program evaluation is included with Session 4.11. Implementors are encouraged to collect feedback from participants as well as mentors to improve future deliveries of this curriculum. Please share any feedback about the curriculum content with the NIWL Apprenticeship team at [apprenticeship@fhi360.org](mailto:apprenticeship@fhi360.org).

## Session 4.1: Skills for Success

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*90 minutes*

### Purpose

Participants will learn about the nine skillsets that will lead to success in the workplace. They will also be introduced to supplementary life skills and complete a self-assessment to determine areas of strength and opportunities for improvement.

### Materials

- Laptop/computer with internet and projector with sound
- PowerPoint presentation: 4.1 Skills for Success
- Whiteboard
- Dry erase markers
- Pens or pencils

### Participant Passport Materials

- Skills for Success
- Skills Self-Assessment
- Dear Future Self

### Preparation

- Review the session materials and customize as needed to support your participants.
  - ✎ Review the Skills Self-Assessment in the Participants Passports and be prepared to assist participants as they complete it during the session.

### Instructions

#### Introduction (15 minutes)

- **Slides 1-4:** Welcome participants and briefly review the ten core competencies for youth work and the Youth Development Practitioner Apprenticeship program modules. In each of the Module 4 sessions, participants will learn about a skill that relates to one of these competencies and the apprenticeship.
- **Slide 5:** Show the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slide 6:** Ask the pre-apprentices to define skills. Call on volunteers to share their thoughts and record responses on the whiteboard. Some additional prompts may include:
  - ✎ How are skills different or the same as strengths?
  - ✎ Why do skills matter for success on the job?
  - ✎ Which skills do you think are most important to employers?

- **Slide 7:** Show the video [What's a skill?](#). Review the definition of skills shared in the video, distinguishing it from ability and knowledge.
- Share with participants that you will now be reviewing nine important skills for success in the workplace.

### Skills for Success (30 minutes)

- **Slides 8-17:** Introduce the nine Skills for Success and discuss each one.
  - ✎ Share examples from your work with youth or call on a few volunteers to share examples of how they have previously used these skillsets at school, work, or in their community.
  - ✎ Direct pre-apprentices to the Participant Passport with the **Skills for Success** handout. Inform participants that throughout Module 4 there will be practice opportunities for them to enhance their current skillset levels.
- **Slide 18:** After reviewing each skill, click through the five jobs. For each one, pause and ask participants to share which of the nine skills would be most important for each role. What would be the top two or three skills and why?

### Skills Self-Assessment (30 minutes)

- **Slide 19:** Now that participants have reviewed the skillset definitions, they will complete the **Skills Self-Assessment** in their workbooks and reflect upon the results.
  - ✎ Participants should follow the instructions and complete the assessment in the Passport.
  - ✎ Allow about 10-15 minutes for all participants to finish the assessment.
- **Slide 20:** After everyone has finished, have participants gather in groups of three and discuss the reflection prompts.
- Wrap up this portion of the session by asking a few volunteers to share out highlights of what they discussed in groups. Note any themes shared across the entire group.

### Conclusion (15 minutes)

- **Slide 21:** To wrap up the session, share the list of skills that employers look for in new employees. Note that there are many different lists of skillsets that participants will encounter on their career journey, and each one may vary in which skills are considered most important. The key takeaway is that they learn to identify their own skills and continue to improve upon them.
- **Slide 22:** Give participants some time to write a letter to themselves using the **Dear Future Self** handout in the Participant Passports. They will return to this letter at the end of the program, so they should write out a vision of what they would like to accomplish.

## Skill Builder Challenge: Skills Matcher (30 minutes)

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 23:** Provide instructions for the activity.
  - ✎ Participants will use the CareerOneStop Skills Matcher tool to see how their skills align with different careers. They will rate their levels on 40 key workplace skills and receive a list of matching occupations. They should compare this list to the youth worker roles they have learned about in the pre-apprenticeship program and identify which jobs they would like to explore further or eliminate from consideration. They can discuss their list with a mentor and get advice on how to focus one's career path.
- Pre-apprentices will see how their skills can prepare them for a variety of career paths and gain insight about making career choices, such as narrowing their career focus.

## References

- Government of Canada, Skills for Success  
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>
- U.S. Department of Labor, Soft Skills: The Competitive Edge,  
<https://www.dol.gov/agencies/odep/publications/fact-sheets/soft-skills-the-competitive-edge>
- Essential Skills Self-Assessment for the Trades  
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/self-assessment-trades.html>
- CareerOneStop Skills Matcher  
<https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx>

## Session 4.2: Interpersonal Communication and Digital Storytelling

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*120 minutes*

### Purpose

This session aims to create a safe and engaging environment where participants can develop essential communication skills and gain insights into diverse perspectives. Participants will enhance their ability to express themselves confidently and build strong connections with others through the power of shared narratives.

### Materials

- Laptop/computer with Internet and projector with sound
- PowerPoint presentation: 4.2 Interpersonal Communication and Storytelling
- Flipchart/whiteboard
- Markers
- Pens or pencils

### Participant Passport Materials

- How to Tell a Great Story
- Storytelling Interview

### Preparation

- Review the session materials and customize as needed to support your participants.
  - 🔗 Preview the Walk and Stop video and be prepared to facilitate the activity. Reserve a classroom or outdoor space to accommodate the group size.  
<https://youtu.be/JmcmffiXgFY>
  - 🔗 How Great Leaders Inspire Action, <https://youtu.be/qp0HIF3SfI4>

### Instructions

#### Interpersonal Communication (35 minutes)

- **Slides 1-3:** Welcome participants and review the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slides 4-7:** Present the definition of interpersonal communication and discuss the associated behaviors and effective listening habits.
- **Slides 8-10:** Take a moment to quiz participants on facts about effective listening habits. Then review the 7 Effective Habits.

- ✎ A recent study conducted at George Washington University showed that listening can influence up to **40%** of a leader's job performance.
- ✎ **True:** Most people believe their listening skills are where they need to be, when in fact they aren't.
- ✎ **True:** Effective listening is something that can be learned and mastered.
- **Slide 11-12:** Play the 6-minute [Walk and Stop](#) video and complete the exercise. Ask pre-apprentices to follow along with the instructions given in the video. Afterwards, pose the reflection questions and debrief with the entire group.
- **Slides 13-15:** Next, introduce the concept of active and passive listening. Using a flip chart, ask pre-apprentices to share their definitions for each one before showing the information on slides 13 and 14.
  - ✎ Ask the follow-up question: Is passive listening a negative or bad form of listening? Answer: No. An example could be a college lecture. The professor stands and speaks to a room full of hundreds of students but not every single student is participating in conversation, but they are learning.
- Ask participants when they think it's OK to use active and passive listening.
  - ✎ For example, use passive listening when you need to primarily absorb information without actively responding or engaging in a conversation, such as when listening to a lecture, watching a presentation where your direct involvement isn't required; essentially, when your primary goal is to gather information without actively participating in the dialogue.
  - ✎ You should use active listening whenever you want to fully understand someone's perspective, build trust, resolve conflict, gather information effectively, or demonstrate empathy, particularly in situations like important conversations, difficult discussions, customer service interactions, team meetings, or when someone is sharing personal experiences or concerns.
- **Slide 16:** Wrap up this portion of the session by comparing the differences between active and passive listening.

### Storytelling (55 minutes)

- **Slides 17-19:** Ask pre-apprentices what storytelling means to them. Record their responses on the flipchart. Suggested prompts: What is storytelling? How does storytelling connect with communication? Share the following definitions:
  - ✎ Storytelling is the art of using words, sounds, and visuals to convey a narrative that captivates an audience. It's been a fundamental part of human culture for centuries, passing down traditions, sharing experiences, and making sense of the world around us.
  - ✎ Storytelling is a cornerstone of effective communication because it goes beyond merely presenting facts; it evokes emotions, engages the audience, and creates a memorable connection. Storytelling enhances communication through

engagement, emotional connections, simplification, relatability, memorability, persuasion, and cultural transmission.

- ✎ Review the research provided on the brain and storytelling.
- **Slide 20:** Ask the reflection questions on communication, emotions, and perception in relation to storytelling to the group. Record participant responses using the flipchart paper.
- **Slide 21:** Using the prompt “How do you tell a great story?”, ask pre-apprentices to brainstorm on what characteristics make up a great story (i.e., what essentials are needed?). Record their responses using the flipchart paper.
- **Slide 22:** Review the essentials on how to tell a great story. Refer pre-apprentices to the **How to Tell a Great Story** handout in the Participant Passport. As a group, read through the essentials of telling a great story. Read through the case studies in the article and have each pre-apprentice develop their own story. Ask for volunteers to share their stories with the entire group.
- **Slide 23:** Play the 19-minute video reviewing [How Great Leaders Inspire Action](#)
  - ✎ Refer pre-apprentices to the **Storytelling Interview** handout in the Participant Passport and ask them to follow the instructions.
  - ✎ Allow time for pre-apprentices to answer the questions and create their story independently.
  - ✎ Break pre-apprentices into pairs and ask them to share with each other, reinforcing active listening skills.
  - ✎ Ask volunteers to share their stories with the class.
- **Slide 24:** Close out the session by asking pre-apprentices to review and reflect. Consider asking the following questions to spark a large group discussion and/or written reflection:
  - ✎ Describe the impact of storytelling.
  - ✎ Take a moment to self-reflect on your ability to sell yourself, as presented during this session. How would you rate yourself? In what ways, if any, can you improve? How?

### Skill Builder Challenge: Two-Minute Tales (30 minutes)

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 25:** Provide instructions for the activity.
  - ✎ Participants will practice active listening by interviewing a friend, classmate or youth development practitioner about a meaningful experience and asking open-ended questions to uncover details. They will then transform the story into a two-minute digital or visual format and share their creation in small groups, reflecting on how well they captured the essence of the story.

- This activity encourages participants to listen carefully, understand their partner's perspective, and creatively express what they learned through storytelling.

## References

- The Muse, 7 Habits That'll Make You a Better Listener  
<https://www.themuse.com/advice/7-habits-thatll-make-you-a-better-listener-and-not-the-person-who-always-needs-everything-repeated>
- University of Southern California, Scientists Find There's Something Universal About What Occurs in the Brain When it Processes Stories  
<https://m.medicalxpress.com/news/2017-10-scientists-universal-brain-stories.html#lightbox>

## Session 4.3: Empathy and Emotional Intelligence

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*120 minutes*

### Purpose

This session seeks to foster a culture of empathy, emotional intelligence and inclusivity, enabling participants to build deeper and more meaningful relationships. Following this session, participants will be better equipped with the skills required to navigate social interactions with greater understanding and care.

### Materials

- Laptop/computer with internet and projector with sound
- PowerPoint presentation: 4.3 Empathy and Emotional Intelligence
- Flipchart or whiteboard
- Markers
- Pens or pencils

### Participant Passport Materials

- Circles of Self
- Active Empathetic Listening

### Preparation

- Review the session materials and customize as needed to support your participants.
- Print and cut out the **Four Areas of Emotional Intelligence** descriptors (one sheet per group) included with this facilitator guide.

### Instructions

#### Empathetic Listening (25 minutes)

- **Slides 1-3:** Welcome participants and review the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slides 4-7:** Ask if anyone can give a definition of empathy. Call on a few volunteers to share responses aloud. Play the 3-minute video on [Empathy v. Sympathy](#) and discuss the differences. Share how empathy shows up in various areas of life, and society.
- **Slides 8-9:** Ask the group to define the term “validation” and record responses on a flipchart or whiteboard. Review the definition together and ways to validate others.
- **Slides 10-11:** Play the 11-minute video on [Active Empathetic Listening](#) and ask the reflection questions to the entire group following the video.

## Circles of Self (30 minutes)

- **Slides 12-14:** Introduce the Circles of Self Activity. Refer pre-apprentices to the **Circles of Self** activity in the Participant Passport. Ask pre-apprentices to write their name in the middle circle. In the four outer circles, have them write a role or self-identifier of themselves, and share the example.
- **Slide 15:** Once all circles have been completed, ask pre-apprentices to complete the three reflection questions connected to this activity in the participant passport. Following the reflection, separate the group into pairs.
- **Slide 16:** Direct pre-apprentices to the **Active Empathetic Listening** page in the Participant Passport. Review the seven steps to being an active empathetic listener, encouraging participants to practice these steps when their partners are sharing.
- Complete the Sharing Circle exercise. Find a quiet place where each pair can share their Circles of Self. Encourage participants to follow the seven steps of active empathetic listening. If pre-apprentices are comfortable, invite a pair to perform the exercise in front of the group to demonstrate.
- **Slide 17:** Complete the reflection exercise as a group.

## Emotional Intelligence and Social Awareness (35 minutes)

- **Slides 18-19:** Ask the pre-apprentices to reflect on the quote *"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences"*. Suggested prompts could include:
  - ✎ What does this quote mean to you?
  - ✎ Can you identify a time when you've seen this firsthand? Explain.
- **Slides 20-21:** Play the 5-minute [Stand in Someone Else's Shoes](#) video and debrief with the reflection questions.
- **Slides 22-25:** Use the presentation to provide background information on Emotional Intelligence (EI), its history, the science behind it, and the four skillsets.
- **Slide 26:** Using the flipchart, ask pre-apprentices to record and define self-awareness. Ask pre-apprentices to identify qualities a self-aware individual possesses.
- **Slides 27-34:** Review the four areas of emotional intelligence, engaging the participants in discussion for each area:
  - ✎ Define self-awareness and explore ways in which self-awareness can be improved. Ask pre-apprentices to reflect on whether they practice any of the proposed improvement methods.
  - ✎ Define self-management, emotional triggers, social awareness and relationship management. Have pre-apprentices respond to the prompts and reflect as a group.
- **Slides 35-36:** Explore how emotional intelligence connects to professional development and the workplace.

- **Slides 37-38:** Place the pre-apprentices in teams of four. Write the four areas of emotional intelligence on a flip chart for each group. Distribute the **Four Areas of Emotional Intelligence Descriptions** to each group. Ask the teams to place each descriptor under the correct area of emotional intelligence. Once the activity has been completed, review the four areas of EI on slide 38.
- **Slide 39:** Review the behaviors EI people display. Ask pre-apprentices to reflect on the following:
  - ✎ Based on what you have learned about EI, what other behaviors or qualities might an emotionally intelligent person display or have?
- **Slide 40:** Ask the pre-apprentices for any final thoughts or reflections on empathy, emotional intelligence, or social awareness.

### Skill Builder Challenge: The Empathy Lens (30 minutes)

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 41:** Provide instructions for the activity.
  - Participants will reflect on scenarios describing individuals facing challenges, considering their emotions and support needs. They will then write an empathy letter acknowledging feelings, offering advice, and sharing personal insights to foster understanding. Finally, they will briefly reflect on how imagining another's perspective affects their own empathy and real-life application.
- This activity offers a quick way for participants to practice stepping into someone else's shoes, recognizing emotions, and expressing compassion through written communication.

### References

- National Association of Employee Concerns Professions, Emotional Intelligence  
[https://cdn.ymaws.com/www.naecp.net/resource/collection/E888E026-C04E-4F26-BC42-5A8484128A87/Emotional\\_Intelligence\\_Presentation.pptx](https://cdn.ymaws.com/www.naecp.net/resource/collection/E888E026-C04E-4F26-BC42-5A8484128A87/Emotional_Intelligence_Presentation.pptx)
- Time, 18 Behaviors of Emotionally Intelligent People  
<https://time.com/3838524/emotional-intelligence-signs/>
- University of Denver, Circles of My Multicultural Self  
<https://www.du.edu/sites/default/files/2020-09/wk%201-Culturally-Responsive-Classroom-Circles-of-My-Multicultural-Self.pdf>
- Greater Good Science Center (2019). Active Listening  
[https://ggia.berkeley.edu/practice/active\\_listening](https://ggia.berkeley.edu/practice/active_listening)

## Four Areas of Emotional Intelligence Descriptions

Instructions: Write the four areas of emotional intelligence on a whiteboard or flipchart. Print and cut out each descriptor (one sheet per group). Ask pre-apprentices to place each descriptor under the correct area of emotional intelligence.

Self-Awareness	Self-Management	Social Awareness	Relationship Management
Know your story and how it affects you.	Learn skills for breathing and relaxation.	Understand nonverbal social signals.	Develop skills for reflective listening and empathy.
Make peace with your past.	Learn positive, self-affirming beliefs.	Develop a positive view of others.	Learn skills for healthy assertiveness.
Know your beliefs, your emotions and your behavior patterns.	Learn skills for soothing and motivating yourself.	Understand basic human emotional needs of others.	Learn conflict resolution skills.
Know your relationship patterns.	Maintain healthy eating and exercise.	Understand "games" and personal integrity.	Develop skills for support and affirmation of others.

## Session 4.4: Increase Your Creativity

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*120 minutes*

### Purpose

The purpose of this session is to help participants tap into their creative potential and develop a clearer understanding of their goals and aspirations. In this session, participants will create a vision board and explore different thinking styles to inspire and guide their personal goal-setting journey.

### Materials

- Laptop/computer with internet and projector with sound
- PowerPoint presentation: 4.4 Increase Your Creativity
- Laptop/computer (1 per participant) or access to computer lab

### Participant Passport Materials

None

### Preparation

- Review the session materials and customize as needed to support your participants.
- Request participants bring a digital photo of themselves to this session.

### Instructions

#### Vision Board (75 minutes)

- **Slides 1-3:** Welcome participants and review the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slide 4-5:** Explain to the pre-apprentices that they will be creating a Vision Board, which is a collage of images and words representing their wishes or goals, intended to serve as inspiration or motivation.
- Ask participants to create a free account on [Canva.com](https://www.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.
- Inform pre-apprentices that they will create a vision board with their photo at the center. Using elements, text, and uploaded images, pre-apprentices will create a collage of images and words representing their wishes or goals, intended to serve as inspiration or motivation.

- ✧ Pre-apprentices should consider where they want to live, what their immediate circle of family and friends will look like, and what career(s) they will be in, etc.
- ✧ Adding a twist to this standard exercise, ask participants to select up to 5 skillsets they envision building and incorporate that into their vision board.
- Allow participants about 45 minutes to work on their vision boards. Afterwards, each person will have 2 minutes (time can vary depending on the number of pre-apprentices) to present their vision to the class. Pre-apprentices should be prepared to discuss the essential skillsets they envision further developing and how they will do that and who or what will help support them along the way.
- **Slide 6:** Participants can begin their vision board by typing “Vision Board” in the search bar on the Canva home page. From there, they can select a template or build one from scratch.
  - ✧ If they need additional technical support, they scan the QR code on the slide for step-by-step instructions.  
<https://kwebby.com/blog/how-to-make-a-vision-board-on-canva/>
- Set a timer for 45 minutes. Instruct pre-apprentices that the next 45 minutes will be “quiet time” with no talking and that you will be using this time to build “Creativity” and “Self-Awareness” life skills.
- The facilitator can help create a comfortable environment by playing music in the background.
- During vision board presentations, the facilitator should encourage active listening and prompt the audience to implement active empathetic listening by asking meaningful follow-up questions or comments to the presenter.
- Encourage pre-apprentices to print and display their vision boards in a common place where they will see it and be inspired by it every day.

### Increase Your Creativity (15 minutes)

- **Slide 7:** Introduce the concept of the importance of creativity and what steps they can take to increase their creativity. Play the [Creative Thinking](#) video explains different types of creative thinking and strategies for improving creative thinking skills.
- **Slides 8-9:** Review the different types of thinking styles covered in the video.
  - ✧ Adaptive thinkers look for ways to do things better and prefer more structure.
  - ✧ Innovative thinkers look for new ways of doing things and prefer less rigid structure.
  - ✧ Convergent thinking focuses on finding the most effective, single solution to a problem. Good for situations that require an accurate answer.
  - ✧ Divergent thinking focuses on finding many possible solutions to a problem. Good for situations that allow for multiple options to be explored.
- **Slide 10:** Remind pre-apprentices that no matter the thinking style, there are benefits to using different types of thinking and we all have the ability to use different styles.

- **Slide 11:** Review tips from the video on ways that pre-apprentices can improve their creative thinking skills. Review these with the group and add any other suggestions you may have.
- **Slide 12:** To wrap up the session, have pre-apprentices follow the suggestion in the video and commit to trying something new. Ask the following reflection questions to the group:
  - ✎ What is one thing you have never done that you will commit to doing every day for the next month?
  - ✎ What do you think you will learn from trying this new thing?
  - ✎ How will you stay accountable?
  - ✎ Why is creativity important when working with young people?

### **Skill Builder Challenge: Mindset Mash-Up (30 minutes)**

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 13:** Provide instructions for the activity.
  - ✎ Present participants with a simple scenario or problem to solve. For example: You need to design a community event that brings people together, but you have a very limited budget. Ask pre-apprentices to utilize the four thinking styles (adaptive, innovative, convergent and divergent) to develop solutions. Have participants write a brief reflection on which thinking style felt most natural to them and which was the most challenging.
- Participants will develop a deeper awareness of their own creative processes, practice flexibility in approaching problems, and gain confidence in using diverse thinking styles.

### **References**

- Kai Foundation, Your Preferred Style of Doing, Thinking and Problem-Solving  
<https://kai.foundation/about-kai/>
- Prodigy, How to Teach Convergent and Divergent Thinking: Definitions, Examples, Templates and More  
<https://www.prodigygame.com/main-en/blog/convergent-divergent-thinking>
- Psychology Today, What Is a Vision Board and Why Make One?  
<https://www.psychologytoday.com/us/blog/click-here-happiness/202103/what-is-vision-board-and-why-make-one>

## Session 4.5: Strengthening Teamwork Skills

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*120 minutes*

### Purpose

Participants will practice using their communication and collaboration skills to create a tower from everyday objects. They will utilize critical thinking, problem-solving, and interpersonal skills to overcome common workplace challenges.

### Materials

- Laptop/computer with internet and projector with sound
- PowerPoint presentation: 4.5 Strengthening Teamwork Skills
- Challenge Cards, *2 per group*
- Whiteboard or flipchart paper
- Markers
- Timer
- Ruler or tape measure
- Building materials, *1 set per group*
  - ✂ 1 roll of masking tape
  - ✂ 5 newspapers or magazines
  - ✂ 10-15 paper cups
  - ✂ 10-15 paper plates
  - ✂ 25-30 straws

### Participant Passport Materials

None

### Preparation

- Review the session materials and customize as needed to support your participants.
- Print and cut out the **Challenge Cards**.

### Instructions

#### Skills Revisited (15 minutes)

- **Slides 1-3:** Welcome participants and review the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slide 4:** Ask pre-apprentices to list some of the skills needed to be successful in a job. They may recall some of the skills and competencies they learned about in previous sessions. List participant responses on the whiteboard or flipchart paper.

- **Slide 5:** Explain that there are many different types of knowledge, skills, and competencies needed to be successful in any career setting. These skills are not specific to any industry and apply in many types of jobs.
- **Slide 6:** Briefly review the Skills for Success from session 4.1 and remind participants that these skills will help them do well in any job environment. They will now have the opportunity to put some of these skills to practice with an activity.

### **Towers of Teamwork (35 minutes)**

- **Slide 7:** Organize participants into groups of up to five people each. Distribute a set of building supplies to each group and review the instructions.
  - ✎ Using the materials provided, teams will have 30 minutes to build a tower. The group that builds the tallest tower wins.
  - ✎ Towers that collapse or are supported by anything other than the materials provided will be disqualified.
  - ✎ Each group will choose a team leader who will organize the team, coordinate the building of the tower, and ensure that progress is being made to complete the tower on time.
  - ✎ During the 30 minutes, teams will receive two different **Challenge Cards** which will require teams to make accommodations or make a change in the teams. Teams must follow the instructions on the cards.
  - ✎ Use the Skills for Success discussed before to work together and overcome the challenges.
- Answer any questions that teams have and start the timer.
- After about 5 minutes, distribute one Challenge Card to each group. If needed, help the teams facilitate the changes. For example, individuals from teams losing a member can be added to teams who are instructed to add a member.
- After another 10 minutes, distribute a second Challenge Card to each team.
- Once the 30 minutes are up, all teams must stop building. Inspect each team's tower and measure them to determine a winner

### **Closing (10 minutes)**

- **Slide 8:** Debrief the activity using the reflection questions.

### **Skill Builder Challenge: WIDGET Work Styles (30 minutes)**

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 9:** Provide instructions for the activity.

- Participants should watch the 4-minute video [The 6 Types of Work Styles and How to Find Yours](#). Afterward, they should imagine a scenario at a youth organization where a team made up of these styles needed to solve a challenge. How would each person contribute with their style? Finally, participants should identify the one or two types that they think describe their role on a team the best. With a partner or their mentor, they should discuss the advantages and disadvantages of their preferred work styles in youth development work environments.
- Pre-apprentices will learn to see the value in different work styles and how teams are stronger when everyone contributes in their unique talents.

## References

- Building & Strengthening Employability Skills, FHI 360's National Institute for Work and Learning, <https://www.bridge2employment.org/>
- The 6 Types of Work Styles and How to Find Yours, The Success Bistro, <https://youtu.be/k4YyjoyvLqw?feature=shared>

## Challenge Cards

Print and cut out the cards on the dotted lines. Be sure to make enough cards for each team to receive **two** Challenge Cards during the exercise.

<p><b>CHALLENGE CARD</b></p> <p>A member of your team calls in sick.</p> <p><i>Instructions: One member of your team must sit out of the exercise for 5 minutes.</i></p>	<p><b>CHALLENGE CARD</b></p> <p>Management transfers the Team Leader to a new project.</p> <p><i>Instructions: The Team Leader must report to the facilitator and be assigned to a new team.</i></p>
<p><b>CHALLENGE CARD</b></p> <p>Your organization implements a spending freeze, resulting in significant budget cuts for your team.</p> <p><i>Instructions: From this point forward, the team is not allowed to use tape.</i></p>	<p><b>CHALLENGE CARD</b></p> <p>Management replaces the Team Leader.</p> <p><i>Instructions: The facilitator appoints a new Team Leader.</i></p>
<p><b>CHALLENGE CARD</b></p> <p>The production timeline is revised; there is a new project deadline.</p> <p><i>Instructions: The team has only 10 more minutes to complete the task.</i></p>	<p><b>CHALLENGE CARD</b></p> <p>One team member is talkative.</p> <p><i>Instructions: The person receiving this card should "act" very talkative, consistently talking and making various suggestions.</i></p>
<p><b>CHALLENGE CARD</b></p> <p>Two members of your team take a vacation at the same time.</p> <p><i>Instructions: Two members of your team must sit out of the exercise for 10 minutes.</i></p>	<p><b>CHALLENGE CARD</b></p> <p>A new staff member has been added to the organization.</p> <p><i>Instructions: The Workshop Leader adds a new member to the team.</i></p>
<p><b>CHALLENGE CARD</b></p> <p>A team member resigns from the organization.</p> <p><i>Instructions: One individual should report to the facilitator.</i></p>	<p><b>CHALLENGE CARD</b></p> <p>One team member is not contributing to the project.</p> <p><i>Instructions: The person receiving this card should "act" unhelpful and not support the team's efforts.</i></p>

## Session 4.6: Mental Health and Self-Care

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*120 minutes*

### Purpose

During this session, participants will gain a thorough understanding of mental health, its effects on performance, and the importance of consistent self-monitoring. Participants will learn the differences between mental health and mental illness, how to manage stress effectively, and will engage in various self-care activities to promote overall well-being.

### Materials

- Laptop/computer with internet and projector with sound
- PowerPoint presentation: 4.6 Mental Health and Self-Care
- 3x5 index cards
- Pens or pencils

### Participant Passport Materials

- Self-Care Assessment
- Self-Care Wheel
- Daily Self-Care Plan
- 30-Day Self-Care Challenge
- Emergency Self-Care Plan

### Preparation

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

### Instructions

#### Defining Mental Health (45 mins)

- **Slides 1-3:** Welcome participants and review the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slides 4-5:** Begin a discussion about mental health by asking pre-apprentices to share their definition before showing the definitions on slide 5. Share with pre-apprentices that working in youth work or mental health fields can become stressful at times, and if not managed properly, can lead to burnout and career changes. This session emphasizes the importance of mental health and self-care.
- **Slides 6-10:** Review the differences between mental health and mental illness and discuss the characteristics of good and poor mental health. Have participants ever noticed these signs in themselves or others? Share that it is important to be aware of

problems before they escalate so that they can connect themselves or others with proper support.

- **Slides 11-13:** Discuss the different types of support personnel that may be available to assist with mental health issues including advisors, counselors, counseling centers and other services and opportunities.
- **Slides 14-15:** Review the Performance Anxiety Curve and strategies for coping with stress. Ask if participants are currently practicing any of these strategies? Which ones are working well?
- **Slide 16:** Check for understanding using the reflection questions and ask if anyone has any other questions about mental health.

### Self-Care (45 minutes)

- **Slide 17:** Refer pre-apprentices to the **Self-Care Assessment** in the Participant Passport. Allow about five minutes for pre-apprentices to complete the assessment.
- **Slide 18:** Play the [Treat Yo' Self](#) video. Remind pre-apprentices that it is important to take care of themselves both mentally and physically.
- **Slides 19-21:** Discuss what self-care is and ways to manage your self-care. As a group, identify self-care methods they can use for each category. Facilitators should fill in responses within the slide based on the group discussion.
- After pre-apprentices have provided responses to slide 20, refer them to the **Self-Care Wheel** in the Participant Passport. As a group, discuss some of the other self-care options identified within the wheel.
- Next, Allow 15 minutes for pre-apprentices to complete the **Daily Self-Care Plan** in the participant passport. Open the room for sharing of responses.
- **Slide 22:** Introduce the pre-apprentices to the PAL concept (Peer Accountability Leader). Explain that accountability is the first step in ensuring the stability of our mental health and self-care and that we need to be leaders of our own success. Sometimes it can help if we have a PAL to keep us aligned.
  - ☞ Ask pre-apprentices if they would like to select a PAL (i.e. select a peer in the program they will connect with as a source of support; someone who they can regularly connect with, share goals, and challenges with, etc.).
  - ☞ It is important to give pre-apprentices the option of whether or not they would like to embrace the PAL approach, as some may not have formed connections during the course and/or may not be comfortable sharing personal information with classmates.
- If pre-apprentices do not want to participate in the PAL approach, have them begin working developing their own 30-day Self-Care calendar using the **30-Day Self-Care Challenge** in the participant passport.

- ✎ Facilitator can help with teambuilding by creating a 30-day self-care challenge as a class. Have each pre-apprentice send a photo of themselves engaging in whatever the daily self-care challenge was.
- **Slide 23:** Allow pre-apprentices 15 minutes to complete the **Emergency Self-Care Plan** in the Participant Passport.
  - ✎ Distribute a 3x5 index card to each pre-apprentice. Have them write their self-care plan on the index card.
  - ✎ Instruct pre-apprentices to take a picture of their card. Have them place this card in their wallet or other safe place so they can see it often. Suggest they can save it as their screensaver, so it can serve as a constant reminder.
- Ask pre-apprentices if they have any questions, comments or feedback on today's session.

### Skill Builder Challenge: Self-Care in Action (30 minutes)

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 24:** Provide instructions for the activity.
  - ✎ Encourage participants to consider real-life challenges in youth work and reflect on how these situations might impact their mental health, while also identifying signs that signal the need for a reset. If they need inspiration, suggest reaching out to a youth development practitioner for examples. Guide them in creating a personalized self-care plan, incorporating grounding techniques, short-term actions, and long-term strategies to prevent burnout.
- Participants will learn practical strategies for managing stress and maintaining mental health while reinforcing the importance of self-awareness and resilience in their work with youth.

### References

- Kadison, R., and DiGeronimo, T. F. (2004). College of the overwhelmed: The campus mental health crisis and what to do about it. San Francisco, CA, US: Jossey-Bass.
- Saakvitne, Pearlman and Staff. (Norton, 1996). Transforming the Pain: A Workbook on Vicarious Traumatization. Created by Olga Phoenix Project: Healing for Social Change (2013).
- National Alliance on Mental Illness, Mental Health in Schools  
<https://www.nami.org/Advocacy/Policy-Priorities/Improving-Health/Mental-Health-in-Schools/>

## 4.7: Social Capital and Mentorship

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*120 minutes*

### Purpose

Participants will learn about the importance of community support for personal and professional growth and the impact of mentoring.

### Materials

- Laptop/computer with internet and projector with sound
- PowerPoint presentation: 4.7 Social Capital and Mentorship
- Flipchart paper or whiteboard
- Markers

### Participant Passport Materials

- My Developmental Relationships Map
- 5 ½ Mentors

### Preparation

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

### Instructions

#### Social Capital (30 mins)

- **Slides 1-3:** Welcome participants and review the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slide 4:** Introduce the ice breaker activity by saying the group is going on a “journey to success” and will need to be prepared. There is specific criteria for what they can bring, and only things that fit the criteria will be allowed. The goal is to try and figure out what the criteria is; however, participants should not say aloud what they think it is. They can only use their guess to check their hypothesis.
  - ✎ The requirement is that participants **name something that starts with the same letter as their first name**. Do not reveal this to the pre-apprentices!
  - ✎ The facilitator should give an example before beginning. For instance, the facilitator might say: “My name is **Edward**, and I am bringing **education** on the journey to success.”
- Conduct the activity as follows:
  - ✎ The facilitator will go around the room asking one pre-apprentice at a time what they are bringing. Each person will get one attempt, and they must say their name and item: “My name is \_\_\_\_\_, and I am bringing \_\_\_\_\_ on the journey to success.”

- ✎ The facilitator will then reply either “yes, you can” or “no, you can’t”. For example:
  - ▶ **Yes** to a participant who says, “My name is Tasha, and I am bringing time management on the journey to success.”
  - ▶ **No** to a participant who says: “My name is Marco, and I am bringing hard work on the journey to success.”
- ✎ Continue around the room until everyone has a chance to reply. Some participants may pick up on the pattern but remind everyone not to speak until it is their turn.
- After everyone has had a turn to reply, ask the group if anyone can identify what the criteria was. If no one has the correct answer, reveal it. Quickly debrief the experience:
  - ✎ How did it feel if your response got denied?
  - ✎ How did you feel if you figured out the criteria before your turn? After your turn?
- Share that the purpose of this activity was to demonstrate what it can feel like when we are pursuing opportunities in life, such as a job, but don’t know the unspoken rules of how to do it. It can feel like others have an advantage that we are missing. In this session, they will learn about social capital and how strong relationships can propel them on their journey to success.
- **Slide 5:** Review the definition of social capital. It is important to note that the value comes from the quality of the relationships, not from the quantity.
  - ✎ For instance, a person may have a large social media following but they have not meaningfully developed any of those relationships, so they have low social capital.
  - ✎ On the other hand, a person with a few strong relationships with people who can support their goals and provide quality advice has higher social capital.
- **Slide 6:** Review the benefits of social capital for young people.

### Mapping Your Network (25 minutes)

- **Slide 7:** Briefly review the Developmental Assets Framework. Using this framework, pre-apprentices will fill out the **My Developmental Relationships Map** in their Participant Passports.
- **Slide 8:** Review the example relationships or provide your own. Participants should begin working on their maps. After about 5 minutes, ask them to pair up and continue filling out their map. They should help their partner think of individuals who may fill gaps in their network.
- **Slide 9:** Allow participants to work another 5 minutes together and then debrief the activity with the reflection questions. They can finish by answering questions in the workbook about how to take action with their network.

### Mentoring (35 minutes)

- **Slide 10:** For the final portion of the session, share with participants that you will be discussing one specific source of social capital and support – mentoring. Ask the group

to define the term mentor and describe what mentors and mentees do. Record responses on a flipchart.

- **Slides 11-15:** Share the definitions and descriptions of mentoring. Review the elements of a strong mentoring partnership, the role and responsibilities of mentees and mentors, and the dos and don'ts. Encourage pre-apprenticeships to think about their relationship with their mentor for this program and reflect on opportunities for improving and deepening their connections.
- **Slides 16-17:** Play the 18-minute video *5 ½ Mentors* that will change your life and debrief with the discussion questions.
- **Slides 18-19:** Instruct participants to complete the *5 ½ Mentors* worksheet in the Participant Passport. Read the quote from the video and ask participants to share any final thoughts about mentoring.

### Skill Builder Challenge: Words of Wisdom (30 minutes)

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 20:** Provide instructions for the activity.
  - ✎ Participants should identify one person who has had a positive influence on their life and write a letter to that person. They can choose anyone past or present in their support network. Alternatively, they can write to their future self as if they were that person for another youth. In the letter they should identify the specific behaviors the person did that had a positive impact and how it made them feel. Afterwards, they should summarize the impact in a few 'words of wisdom'.
- Participants will recall the positive feelings associated with healthy relationships and use their writing and analyzing skills to develop motivational messages.

### References

- Developmental Relationships Help Young People Thrive, The Search Institute, <https://info.searchinstitute.org/developmental-relationships-help-young-people-thrive>.
- [Infographic] The Value of Social Capital for Young People, The Search Institute, <https://blog.searchinstitute.org/value-social-capital>.
- The Social Capital Builders Training Academy, DeJesus Solutions, <https://socialcapitalbuilders.com/>
- TEDx Talks, *5 ½ Mentors that will change your life* | Doug Stewart | TEDxRaleigh, <https://youtu.be/quhcyPpCaSk?feature=shared>

## 4.8 Time Management

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*120 minutes*

### Purpose

In this session, participants will learn to maximize their productivity and efficiency by understanding how they spend their time. They will use a time journal and Eisenhower's time matrix to assess their time allocation and identify strategies for better time management.

### Materials

- Laptop/computer with internet and projector with sound
- PowerPoint presentation: 4.8 Time Management

### Participant Passport Materials

- Time Journal – Take One!
- Time Matrix
- Time Journal – Take Two!

### Preparation

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

### Instructions

- **Slides 1-3:** Welcome participants and review the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slide 4:** Begin a discussion about time management using the prompts on the slide.
- **Slides 5-7:** Introduce pre-apprentices to time, task, and resource management. Ask the context questions listed on slide 7.
- **Slide 8:** Refer pre-apprentices to the **Time Journal – Take One!** activity in the Participant Passport. Ask them to record all of their activities from the previous 24 hours. Guide them through the activity with these instructions:
  - ✎ Think about the last 24 hours. How did you spend each hour? Record everything you did during the day in the “Task” column. For each task, write the time of day you started the task and how long it took you to complete it in the “Time of Day / Time Taken” column.
  - ✎ If you faced any distractions in completing the task, write them in the “Distractions” column.
  - ✎ Be as detailed as possible. For example, if you talked or texted with a friend for 5 minutes, be sure to record it. Allow about 10 minutes to complete the handout.

- **Slide 9:** After everyone has completed their time journal, answer the questions and reflect on their time journal and tasks with a partner or in small groups.
- **Slide 10-12:** Review some common time management challenges including the planning fallacy, focusing on the wrong thing, and multitasking.
- Refer pre-apprentices to the **Time Matrix** worksheet in the Participant Passport. Explain that the handout depicts an effective time management strategy, where tasks are ranked by urgency and importance.
- **Slides 13-19:** Review Eisenhower's Time Matrix, a tool that can help pre-apprentices order tasks. Ask participants to provide additional examples of tasks that belong in each box or share your own. Prompt the pre-apprentices to think about everything they must do for the next week, including work on any assignments with due dates beyond the week. Have the pre-apprentices place their upcoming tasks into one of the four boxes in the Time Matrix. If time permits, ask pre-apprentices to share their work.
- **Slide 20:** Refer pre-apprentices to the **Time Journal- Take Two!** activity in the participant passport. Ask them to record all tasks and activities they plan to do in the next 24 hours. Encourage participants to think about the time management mistakes and tools discussed today. Ask reflection questions posted on this slide.
- **Slide 21:** Facilitate a group reflection with the questions on the slide.

### Skill Builder Challenge: Prioritizing in Action (30 minutes)

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 22:** Provide instructions for the activity.
  - ✎ Pre-apprentices should ask their mentor or another youth worker for their weekly schedule, including typical tasks, meetings, and programs. Participants should ask the practitioner how they prioritize their tasks to keep everything running smoothly. Afterward, participants will create a quick list of what they would have prioritized differently and discuss their reasoning with the practitioner to understand the decision-making process.
- Pre-apprentices will improve their ability to recognize and organize tasks based on importance and urgency in real-world scenarios.

### References

- Read The Sequences, Planning Fallacy  
<https://www.readthesequences.com/Planning-Fallacy>
- Time Management Success, Use the Time Management Matrix to Manage Your Time  
<https://www.time-management-success.com/time-management-matrix.html>
- Asana, The Eisenhower Matrix: How to Prioritize Your To-Do List  
<https://asana.com/resources/eisenhower-matrix>

## 4.9: Conflict Management

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*120 minutes*

### Purpose

In this session, participants will learn about conflict management and effective conflict resolution techniques. The session includes a conflict management style assessment to help individuals understand their personal approach to conflict resolution and how to apply it for the best outcomes.

### Materials

- Laptop/computer with internet and projector with sound
- PowerPoint presentation: 4.9 Conflict Management
- Laptop/computer with internet access (1 per participant) or access to a computer lab
- Flipchart or whiteboard
- Markers
- Blank paper

### Participant Passport Materials

- Conflict Management Style Assessment Excel Spreadsheet **Note:** Facilitators will need to share the Excel file with participants directly via email.
- Conflict Management Style Reflection

### Preparation

- Review the session materials and customize as needed to support your participants.
  - ✎ Reserve a computer lab or ensure that participants have access to a computer and can access the Excel file for the Conflict Management Style Assessment.
  - ✎ Print and cut out copies of the Conflict Scenarios so that each group will receive one scenario.

### Instructions

#### Conflict Management Styles (40 minutes)

- **Slides 1-3:** Welcome participants and review the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slides 4:** Ask participants to define conflict. Write their responses on the flipchart. Afterwards, share the definition (click to reveal on slide).
- **Slide 5:** Next, ask pre-apprentices to engage in the following warm-up:
  - ✎ Place yourself in the middle of the room and say, "Imagine I represent conflict. Think about how you usually react when you experience a conflict personally or

witness a conflict happening nearby. Then place yourself, in relation to me, somewhere in the room in a way that indicates your first response to conflict or disagreement. Think about your body position, the direction that you're facing, and the distance from conflict."

- ✎ Once participants have found a position relative to you in the room, ask individuals to explain why they are standing where they are. You might also want to ask, "If this represents your first reaction, what might your second reaction be, after thinking about the conflict?"
- **Slides 6-8:** Share the information about conflict, including where it stems from, some positive aspects of it, and a real-life example.
- **Slides 9-14:** Review the different conflict management styles. Ask pre-apprentices which conflict management style they feel best represents themselves. Using the definitions provided in the presentation, have them explain why.
- **Slide 15:** Refer pre-apprentices to the **Conflict Management Style Assessment Spreadsheet** and **Conflict Management Style Reflection** in the Participant Passport. Have each pre-apprentice complete the assessment and reflection.
- ✎ **Note:** Participants should save a copy of the completed spreadsheet and email it to themselves if they would like to re-take it or access it later.
- **Slide 16-18:** Wrap up this portion of the session, noting that there is not one, best style to use. Ask pre-apprentices to reflect on the results of their assessment.

### Conflict Resolution (50 minutes)

- **Slide 19:** Ask pre-apprentices to define conflict resolution and then show the definition (click to reveal on slide).
- **Slide 20:** Share that several skills are needed to resolve conflicts in the workplace effectively, including communication, problem-solving, and negotiation.
- **Slides 21-23:** Review the five steps to conflict resolution: (1) Identify the conflict, (2) Brainstorm solutions, (3) Rule out unworkable options, (4) Agree on next steps and take action, and (5) Reflect on the process.
- **Slide 24:** Play the 12-minute video on [Effective Conflict Resolution Techniques](#).
- **Slide 25:** Next, explain that pre-apprentices will be participating in Problem-Solving Circles. Part of conflict management is creating a team atmosphere where there is an emphasis on active listening, showing respect for each other's opinions, and working towards a common solution as a team.
- ✎ Before starting the activity, place chairs in a circle for the 4 to 6 pre-apprentices in each group. Within each circle, participants should be able to see each other.
- ✎ Next, select a **Conflict Scenario Activity Card** for each group and ask the teams to read their conflict situation. It's possible that some scenarios will be duplicated, depending on the number of participants present.

- ✎ Allow groups 10 minutes to discuss the problem and brainstorm ideas and suggestions for solving the conflict. Ask pre-apprentices to use the 5 steps to conflict resolution previously discussed to help work toward a solution. Groups should come up with multiple, viable solutions.
- ✎ After the 10 minutes is up, ask each group to give 2 suggestions on a solution for the problem they discussed. As the facilitator, write their answer as a bullet point on the flipchart. Discuss the best option from the ideas listed on the flipchart.
- ✎ Finally, with the solution agreed, ask pre-apprentices to comment on how they feel the activity went and how working together helped or not, and how important or not they feel listening skills were in the activity.
- **Slide 26:** For their final activity, pre-apprentices are asked to imagine that the classroom is a community that must choose five essential items to place in a time capsule for future generations. Everyone should write down one item they believe is crucial and explain their choice. The group will then discusses all suggestions and decide on the final five items to include in the capsule.
- ✎ Through discussion, they learn to listen to others' perspectives, articulate their thoughts, and compromise to reach a decision that reflects their collective values.

### Skill Builder Challenge: Managing Emotional Responses (30 minutes)

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 27:** Provide instructions for the activity.
- ✎ Ask participants to observe and identify situations that trigger stress or frustration while working with youth and note how they typically respond. Next, ask them to brainstorm an action plan with calming strategies, methods for reflection, and proactive habits to build emotional resilience. Finally, participants should reflect on a new insight about managing emotional responses and its significance in their role as a youth development practitioner.
- This activity focuses on self-awareness and emotional regulation, which are critical for maintaining composure and building trust when conflicts or challenges arise.

### References

- Leadership Inspirations, You, Me, and Conflict  
<https://leadershipinspirations.com/wp-content/uploads/2020/11/You-Me-And-Conflict.pdf>
- Symonds Research, Conflict Management Activities  
<https://symondsresearch.com/conflict-management-activities/>
- Classroom Review Games, Conflict Resolution  
<https://classroomreview.games/conflict-resolution-games-for-students/>

## 4.10: Personal Branding and LinkedIn

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*120 minutes*

### Purpose

In this session, participants will identify their unique strengths and values to craft a compelling professional brand. They will also learn how to optimize their LinkedIn profiles to enhance their professional visibility and network effectively.

### Materials

- Laptop/computer with internet and projector with sound
- PowerPoint presentation: 4.10 LinkedIn and Personal Branding
- Laptop/computer with internet access (1 per participant) or access to a computer lab
- Flipchart or whiteboard
- Markers
- Scrap paper or index cards

### Participant Passport Materials

- Developing Your Brand
- 12 Steps to a Better LinkedIn Profile

### Preparation

- Review the session materials and customize as needed to support your participants.
  - ✎ Be prepared to share your LinkedIn profile or examples from other youth workers.
- Encourage participants to bring a copy of their resume to the session to help with completing their LinkedIn profiles.
- **Optional Activity:** Schedule a professional photographer to join one of the pre-apprenticeship sessions to take headshots of each participant. Participants can use these headshots for their LinkedIn profiles, business cards, etc.
  - ✎ If implementing this, be sure to give participants advance notice so they can come dressed and groomed appropriately for their photo session.

### Instructions

#### Brand Recognition (20 minutes)

- **Slides 1-3:** Welcome participants and review the Competency Connection for this session. Encourage participants to look back in their Participant Passport for full descriptions of the competencies.
- **Slide 4:** Present the three company logos: Starbucks, Coca Cola, and Apple. For each one, ask participants to name aloud the words and thoughts that come to mind when they think of the company. Write down the words on a whiteboard or flipchart paper.

- Choose one of the companies and ask the following questions to the group:
  - ✎ Are the words associated with this company mostly positive, negative, or neutral?
  - ✎ Do these words accurately reflect the company's products and reputation? Why or why not?
  - ✎ How do we form our opinion about a company? About an individual?
- **Slide 5:** Share the definition of a brand.
- **Slide 6:** Show the 4-video [Personal Branding – Why is it Important?](#)
- **Slide 7:** Review the various ways that companies and individuals communicate their brand.
- Wrap up this section by reminding participants that being aware of our personal brands can allow us to engage with others who can help us pursue personal and professional goals.

### Personal Branding (30 minutes)

- **Slide 8:** Click once on the slide and ask participants to write down three words to describe themselves on a scrap piece of paper or an index card. Give participants a few moments to think.
- Click again on slide 8 to reveal the question: Are these words you would want employers, training instructors, and/or college admissions participants to think about you? Why or why not?
  - ✎ Have participants pair up with a partner to discuss their responses or call on a few volunteers to share with the full group.
- **Slide 9:** Show the diagram to explain that personal brand can be defined as the overlap between our self-perception and how others view us.
- **Slide 10:** Instruct participants to the **Developing Your Brand** worksheet in the Participant Passport. Allow about 10 minutes for them to complete the Brand Evaluation Survey.
  - ✎ Review the rating scale and the definition of competency.
  - ✎ Remind participants that they should be honest in their self-evaluations – no one is expected to be outstanding in every area. A false, deflated, or inflated evaluation can be perceived negatively by others.
  - ✎ Once they are finished, participants should identify one area they feel they are weakest in, and one area they feel is strongest.
- After everyone has completed the survey, participants should be partnered up; areas for most improvement should be matched with someone else's greatest strength.
  - ✎ There should be two rounds of pairs so that each participant ends up with two different partners — one that is working to improve in their area of strength, and one that is strong in their area for growth.

- ✎ Participants will then work to mentor one another to develop in these areas. Mentoring plans should include action steps, deadlines, and a short activity that can be shared with the class.
- For each of the four areas in the survey, ask for volunteers to share their action steps to improve this area.
- ✎ Encourage participants to write down their action steps in their passport or keep it in a place that they can easily refer to later.
- **Slide 11:** Ask participants to respond to the reflection questions.

### LinkedIn (40 minutes)

- **Slides 12-14:** Now that participants have an idea of professional branding, introduce them to LinkedIn.
  - ✎ If they have draft of their resume, they can use it to develop their LinkedIn profiles.
- **Slides 15-16:** Have each pre-apprentice login to LinkedIn (<https://www.linkedin.com/>) and create an account. If they already have an account they can use this time to make updates.
  - ✎ Direct pre-apprentices to read through the **12 Steps to Better a LinkedIn Profile** handout in the Participant Passport.
- **Slides 17-18:** Share the tips for adding a photo and writing a headline. Encourage participants to search for and use LinkedIn Headline Generators if they need support.
- **Slide 19-21:** Utilizing the key points in the slides and the handout, pre-apprentices should work on drafting their profile summaries.
- **Slides 22-24:** Continue sharing the tips for participants to build out their profiles with skills, previous experience, and other information.
- Once everyone has created and updated their profiles, encourage them to add one another as a connection. They may also want to add their course facilitator and mentor.
- Encourage pre-apprentices to continue updating their profiles on a regular basis to share accomplishments and progress in their career journey – such as when they complete this pre-apprenticeship program!

### Skill Builder Challenge: Profile Previews (30 minutes)

*These activities are designed to be completed by participants on their own time either independently, with a partner, or their pre-apprenticeship mentor. Facilitators may choose to collect the assignment or incorporate time into the session for review.*

- **Slide 25:** Provide instructions for the activity.
  - ✎ Encourage pre-apprentices to look up the profiles of at least three youth services practitioners - it could be mentors, guest speakers, or they may search for a local organization and look at the staff profiles. They should pay close attention to the education, experience, and skills sections. Are there any similarities or differences

that stand out? What key words show up on these profiles? What types of connections do these individuals have? After reviewing the profiles, they should make a list of three key takeaways as inspiration for how they would like to develop their profile in the future.

- Pre-apprentices will see the value of an online profile for communicating their personal brand and developing a network of professional connections.

## References

- Personal Branding Blog, Personal Branding Examples for Students (2024)  
<https://themarketingworld4.com/personal-branding-examples-for-students>
- Fabrik, Effective personal branding examples for students  
<https://fabrikbrands.com/branding-matters/branding/effective-personal-branding-examples-for-students/>
- LinkedIn, LinkedIn for Students and Future Graduates  
<https://students.linkedin.com/>
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## Session 4.11: Module 4 Reflection, Action Plans and Feedback

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90 minutes

### Purpose

Participants will reflect on their learning and assess their comprehension of the key concepts from the module. They will also make a plan for the career journey and provide feedback about their pre-apprenticeship experience.

### Materials

- Laptop/computer with Internet and projector
- PowerPoint presentations from Module 4
- Program Evaluation, 1 per participant

### Participant Passport Materials

- Module 4 Reflection
- Career Action Plan

### Preparation

- Review the Module 4 Reflection activity in the Participant Passports and be prepared to answer questions about the list of competencies.
- Print copies of the **Program Evaluation** for each participant.
- Consider inviting mentors and volunteers to the final session to review participant action plans and celebrate their successful completion of the program.

*Facilitators who would like to distribute certificates at the final session should **submit the Completion Form at least one week prior to the final session**. Certificate templates will be emailed to the facilitator for printing.*

### Instructions

#### Module 4 Reflection (30 minutes)

- **Slides 1-2:** Welcome participants and congratulate them on making it to the final session. To finish up, they will create and share action plans with each other.
- **Slide 3:** Direct pre-apprentices to the **Module 4 Reflection** activity in their workbooks. Share that in this session they will reflect on their learning of the key concepts from the Module 4 sessions.
- Review the instructions on the first page of the activity.

- Read aloud each of the Module 4 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 4 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.

### Career Action Plans (40 minutes)

- **Slide 4:** Direct participants to the **Career Action Plan** template in their Participant Passports.
  - ✎ Instruct participants to think about all they have learned over the course of the program and spend about 10-15 minutes filling in their plans.
  - ✎ They should refer to the action plans they created at the end of each module. They can incorporate some of their previous goals and add new ones.
- **Slide 5:** Once they have completed their plans, participants should share their plan with a partner and discuss the following prompts on the slide.
- While participants are peer-reviewing their plans, facilitators should visit each pair, reviewing the plans and providing feedback.
  - ✎ If mentors or volunteers are attending the session they can also share feedback with participants about their action plans.
- **Slide 6:** Gather the full group together again and lead them through one final reflection exercise. Have participants read their **Dear Future Self** letter from Session 4.1 in the Participant Passports and share it with the group, if they feel comfortable. Ask them to reflect on how they've changed since writing that letter. What would they write now? What are a few words they would share to summarize their pre-apprenticeship experience?
- Encourage pre-apprentices to stay connected to each other and their mentors through LinkedIn or other networking platforms.

### Program Evaluation (20 minutes)

- Distribute copies of the **Program Evaluation**. Review the instructions and remind participants that information will only be shared with program staff, and they will not be identified.
- Collect the completed forms.