



SUMMER JOBS LAUNCH CAREERS

YW READY!

A youth professional development curriculum for YouthWorks Worksites

This activity-based curriculum is a tool for worksite supervisors to provide instruction to YouthWorkers on job readiness. It consists of five one-hour lessons, one for each week of the YouthWorks session.

Curriculum Outline	Lesson Outline
Week 1: Orientation	Materials Needed
Week 2: Mindset	Lesson Goals
Week 3: Communication & Teamwork	Introduction (~10 minutes)
Week 4: Problem Solving	Icebreaker (~10 minutes)
Week 5: Future Planning	Activity (~25 minutes)
	Reflection (~15 minutes)

YW Ready!

Some employees start a new job with all the right professional skills. They communicate clearly, are patient, resolve conflicts with little effort, show initiative, and work well with others. The rest of us could use some help developing and sharpening these skills. This curriculum is a tool for YouthWorks supervisors to introduce YouthWorkers to topics and skills that will help make them reliable and productive employees. It is also a tool for encouraging mutual exchange between youth and their supervisors. Remember that adults have much to learn from young people. The curriculum will be most effective if administered without judgment and with respect for the perspective and experiences that youth bring to the workplace.

The YW Ready! lessons should take your group one hour to complete. The only additional materials you will need to provide are paper, pen or pencil, and photocopies of some worksheets. The lessons each have an Introduction, Icebreaker exercise, Activity, and Reflection. The Introduction is a brief explanation of the topic of the week. You can read this text to the youth or can paraphrase the ideas in your own words. The Icebreaker is a short activity that introduces the topic. The Activity is a longer exercise that allows the group to explore the skills of the week further. Last but definitely not least, the Reflection section gives the group a chance to discuss what they have learned and how they might use that knowledge in the future. If you find your group is running short on time during the lesson, make sure not to skip this important section. The five lessons are meant to be conducted in order, but feel free to reorder the lessons or to use some but not all of them. The only exception is that we advise the Orientation take place on the very first day of the program and should be considered an essential component of any job.

We hope that you and your YouthWorkers enjoy these lessons, the questions they raise, and the conversations that result. The lessons should promote job readiness, self-awareness, confidence, and social and professional skills as youth return to school or work in the fall. Youth and supervisors can find additional resources on job readiness on the YouthWorks website, at youthworks.oedworks.com. Information on job training opportunities for youth is available at oedworks.com. Resources for youth on mental health, other wellness topics, housing, and job readiness can be found at Y2CONNECT.org.

You can find an electronic version of the curriculum at youthworks.oedworks.com. We will also e-mail you a survey about the curriculum at the end of the YouthWorks session. Please look out for the survey and take a few minutes to complete it so that we can use your experiences to improve the lessons and exercises for next year.

Note: The YW Ready! curriculum is youth-informed and created through collaboration. A group of young people, worksite representatives, youth development experts, and YouthWorks staff met in December 2017 for a day of curriculum building. Special thanks go to Molly Reddy, a graduate of the Maryland Institute College of Art MA in Social Design program, for leading the curriculum creation session and for her help with the online resume builder found in the Future Planning lesson.

Facilitation Guide

For many supervisors, this may be the very first time you are leading activities with a group of youth, while some have extensive experience. Regardless, we recommend reviewing some guidance on how to facilitate your sessions most effectively. The most important thing to remember is to be open-minded and non-judgmental, as these lessons are designed for mutual learning between you and your YouthWorkers.

Preparations: Ensure you have all your materials ready for each lesson before they start. If you have flexibility in how seating is arranged, consider seating in a circle or horseshoe arrangement, to encourage open discussion. Also consider seating your most talkative and least-engaged youth in the front of the room. Make sure each youth has a desk and something to write with. If you have a way to display what is being discussed (chalkboard, whiteboard, flipchart, projector) consider writing up important observations and thoughts that youth offer. Finding a way to take notes on questions you can't answer is helpful. If you have the option, set up music to play quietly during breaks and discussions to help demarcate group work with lesson portions. If you need to set clear time boundaries, you can set up a clock or computer timer for everyone to see during the lesson.

Beginning a Lesson: Before starting a lesson, survey the room to see 1) what YouthWorkers understand about the topic and 2) what the mood of the room is. Feel free to share your own mood as well.

During the Lesson: Minimize the amount of time you spend talking and instead focus on giving youth as much space in the discussion as possible. It is easier to lose attention when the same voice is speaking for a long time, and information shared between peers is more relatable for your YouthWorkers. If you are able to, capture major discussion points on a whiteboard, chalkboard, flipchart, projected computer screen, etc. When capturing notes, write down statements or snippets of statements made by youth verbatim, even if they aren't the standard language you'd use to describe a point.

Even if you are not writing things down, repeating an important sentence or phrase a youth has said can help to reinforce an idea and show that you are listening. You can also paraphrase what a youth has said if it is a broader idea that was described over several sentences.

During the presentation, check in with the group to see how they are feeling. If a break or a time to stretch is needed, take it. Look into short energizing activities to fill these breaks. An example from the HIV/AIDS Alliance is here:

<https://tinyurl.com/YWEnergizers>

When doing small group activities, try to ensure the same people do not partner up every time, so that new perspectives can be shared between participants.

Handling Issues: Various issues can arise during the lessons and on the job. When pointing out an issue, it is helpful to use “I” statements (“I noticed,” “I heard,” etc.) instead of “you” statements (“You should,” “you didn’t”). Here is some advice on how to handle different issues:

- **Disagreements:** When two youth disagree about something, it is important to consider both perspectives. If the truth is in the middle, try to show everyone why both parties are correct. If the truth is clearly on one side, try to determine how important the argument is. If the disagreement is about something not relevant to the lesson (i.e., “Should Black Panther or Widows win the Oscar for Best Picture?”), it is sometimes better to move on from the discussion rather than point out someone is wrong. If the discussion is something important (i.e., “Is it okay to lie during job interviews”), explain what is right and why it is important to know that is the right answer. If a comment is made that is offensive to other students, then it is really important to do this.
 - **Good:** I want to be sure that people know that yyyy is true. I think yyyy is important because of zzzz.
 - **Good:** I appreciate you all feel passionately about this, but we’ve got a lot to cover and I think we should move on from this discussion so we can get to it.
 - **Bad:** Clearly, Kiarah is right and Destinee is wrong.
- **Disengagement:** If a youth is disengaged during a lesson, try to call them over during one of the discussion periods and not in the middle of class for everyone to see. Tell them what you noticed in their behavior rather than your perception of their attitude. If it feels appropriate, try to engage them on the topic directly and see if you can get them to share insights with the class. We are often a product of our expectations, so it is helpful to use “belief statements” to show you are confident they can accomplish what the lesson seeks to provide. Sometimes, it may be best to let the youth remain disengaged for a little bit, as they may be preoccupied with important things outside the workplace.
 - **Good:** I noticed you were on your cell phone during the lesson.
 - **Good:** I think making a resume is important and believe you could make a really great one. What can I do to help you make this happen?
 - **Bad:** You don’t seem to care about this lesson.
- **Dominating Voices:** If one or a few YouthWorkers are taking up a lot of space in the discussion over other participants, take advantage of the opportunity to have youth share answers between each other before they share with you. You can then call on other members of the class to share their insights.

Closing Lessons: Using the reflection questions as a guide, try to hone in on the major themes and lessons from today. Ensure youth get the opportunity to summarize these lessons before you fill in the blanks for them. If something went really well, point it out. Finally, open up time for youth to tell you how they felt about the activity and what you can do better as a facilitator.

Lesson 1: Orientation



Materials Needed

Pen or pencil for each YouthWorker

Paper

Relevant handouts about your organization (optional)



Lesson Goals

Participants will:

- Gain an understanding of your organization's role and their role within it for the next five weeks
 - Learn about your organization policies, their workspace, and you
 - Begin to feel comfortable speaking to you about their questions and needs
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Icebreaker: Friendly Debates (10 minutes)

Icebreakers are often corny, but they can be helpful ways to build relationships between your participants. In this icebreaker, you will pose a series of harmless prompts for people to choose a side (pick your favorites). Here are some examples:

- Which food is better: pizza or tacos?
- Whom would you rather get a dinner with: Rihanna or Beyoncé?
- What is worse: being bored or being too busy?
- If you had to, would you rather give up movies/TV or music?
- Have the youth come up with one of their own!



Directions

1. Have everyone divide into sides (pro-pizza to the right and pro-tacos to the left).

Lesson 1: Orientation

2. Let them discuss the virtues of their position for two minutes.
3. Have them choose a representative, who will make their case to the other side of the room in 30 seconds or less. Let each side get one chance to make its case and one change to give a rebuttal. Each representative should introduce their name before debating.
4. At the end of the debate, it will be your job to settle who argued more persuasively. Make sure no youth is the representative more than once before everyone else has had a chance to speak.
5. Once a few debates have occurred, ask everyone if anyone made a strong enough point to change their mind.



Introduce Self, Organization, and Job (15 minutes)

- Welcome youth
- Introduce yourself, your role in the organization, your role as their supervisor, and something interesting about yourself (hobbies, family, favorite vacation spots, etc.). Describe your first job experience. Give youth your office phone and email. Ask them to save your phone number into their phones.
- Describe what your organization does and whom it serves. Ask youth why they think it might be important. Explain to them why you think it is. Provide any brief informational pamphlets that might help explain things as well.
- Describe your organization's structure. Who is your boss? Who works for you? Who is in charge of the YouthWorkers? Who works at the top of your organization?
 - If you have any co-workers who will be involved in supervision, now is the time to introduce them. They can also mention something interesting about them.
 - If you have a complex program that requires people to go to different staff members for their needs, you can set up an activity where each relevant staff member gets a noise and dance move. They don't have to make sense (i.e. "Meow" and "the Macarena"), but just be distinct. Then ask questions to the youth about whom to go to for what need and they have to do the noise and dance move for the relevant staff member.
- Describe the YouthWorkers position(s). What will their day-to-day look like? Why is their job important for your organization? If the YouthWorkers weren't there, what would happen? What will be the best and most challenging part of the job?
- Ask youth what kind of skills they think will be important for the job they will be doing. Tell them some things they might be learning this summer.



Workplace Policies (20 minutes)

Workplace policies aren't particularly exciting, but they are essential. Remember that for many youth this is their first job. If it isn't, their previous workplace might have had different policies than yours. Things that may feel obvious to you might not be so for them, so make sure to be as clear as possible.

Try not to make a policy that is unforgiving if a youth makes an honest mistake (i.e., you're fired if you show up late once). In addition, don't describe a policy that you don't plan on enforcing, as youth can pick up on that and it will delegitimize the rest of your policies.

Here are some topic areas to cover:

- Work schedule and recurring events/meetings
- Attendance, punctuality, lunch breaks, and timesheets
- Reporting lateness or absences
- Dress code
- Dismissal procedures
- Phone and computer usage
- Reviewing workplace
- Social media (in and outside of work)
- Workplace parties, celebrations, and social activities
- Causes for immediate dismissal (drugs/alcohol, theft, vandalism, etc.)
- ID badges and building entry

After reviewing policies, ask youth what they should do in the following scenarios:

- A. You just remembered you have a dentist appointment you have coming up on next week during work. You can't move the dentist appointment.
- B. You are waiting for the bus, and it's a few minutes later than usual already. You aren't sure when it is going to show up, but there is a chance you'll be late. There is also a chance you'll get to work on time.
- C. You're already 30 minutes late, and you just woke up with a 103 degree fever. You won't be able to go to work, but you think your supervisor has probably figured that out by now.
- D. You have to call someone about your ride home today.
- E. You are picking out your clothes in the morning. The only clean clothes you have are a pair of blue jeans with a hole in the knee.
- F. You're going to an important party after work, so to keep your waves or loose hairs in check, you want to wear a doo rag during the day.

Lesson 1: Orientation

- G. It's the end of the work day and you are ready to leave, but you can't find a supervisor.
- H. Someone you work with just made a shady post about you on Instagram outside of work hours. They mention the name of your workplace in the post.
- I. It's one of the organization's staff member's birthday and people are having cake to celebrate in another room.
- J. You're at work and just ordered something on Amazon. You want to use the computer to see if it has arrived yet.

Have the youth answer which of the following clothing items would be inappropriate at your workplace.

- A. Tops that don't cover your midriff
- B. Blue jeans
- C. Blue jeans with holes in them
- D. Khaki or black slacks
- E. School uniform
- F. Sweatpants
- G. Button-up shirts
- H. Flip-flops
- I. Tennis shoes
- J. Boots
- K. Dress shoes or heels
- L. Skirts that fall above the knees with a pair of tights underneath
- M. Low-cut dress shirts
- N. Bowtie

Ask youth if any of these dress rules seem unfair. For those that they point out, explain to them why they are important.

Ask youth what they think they should do if they don't currently own any or enough clothes that are appropriate for the workplace. If your workplace can do anything to help out in these cases, let them know.



Workplace Tour (15 minutes)

Give a tour of your workplace. Make sure to cover:

- A. Where youth will be working
- B. Where you will be working
- C. Bathrooms
- D. Where to eat

- E. Where to store food if available
- F. Where important equipment is stored. Mention what youth need to do to get access to the equipment.
- G. Passwords/codes if relevant
- H. First aid kits, fire extinguishers, and exit plans in the event of fire

Introduce your YouthWorkers to staff members while you are conducting the tour.



Reflection (10 minutes)

Ask the youth what they hope to get out of this summer experience. What are they most worried about? What are they the most excited for? Have youth discuss their answers to each question in small groups and share back to their group's common themes.

Ask the youth what questions they have for you. Answer them to the best of your ability and be open. If you cannot answer them, write down the question and get back to them as soon as you can. Let youth know whom they can talk to if they have more questions in the future.

Note: *This lesson is to be done on top of following the standard protocols required of all YouthWorks worksites. These include handing out and reviewing Participant Handbooks as well as completing the Information and Records Form, Emergency Contact Form, and the Participant Handbook Receipt Form.*

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Lesson 2: Mindset



Materials Needed

Pen or pencil for each YouthWorker
Paper



Lesson Goals

Participants will:

- Explore knowing and loving who they are and what they can become
 - Identify, process, and manage emotions
 - Gain a sense of their own power
 - Practice seeing something from someone else's perspective
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Introduction (5 minutes)

Mindset is the set of attitudes held by someone. It is how they think about the world around them. Take a moment to reflect on how you think about the world. Do you avoid challenges? Or seek out new opportunities to be challenged? Do you try to hide when you are struggling to learn something? Or do you seek out help?

Why is mindset important? Even though your mindset does not change the actual circumstances of the world around, it allows you to see it in a different way. A *fixed mindset* is the belief that you cannot change and improve. Having a fixed mindset may cause you to quickly get angry or sad, lack confidence in your abilities, or give up easily. A *growth mindset* is the belief that your brain can grow stronger. It is the belief that you can achieve what you set out to do with time and effort. A growth mindset can help you persevere when times get hard, build your confidence, and achieve your goals.

Lesson 2: Mindset

Research shows that the human brain has plasticity. This means that our brains can change with effort as we learn new things or have new experiences over time. As we learn new things, our brain grows new neurons, which means our brains are changing right now. This means that even if there is something we cannot do right now or we do not understand right now, it will not always be that way. It just means that we cannot do it yet. With time, effort, and persistence, we can achieve many of the goals we set for ourselves.



Icebreaker: 3 Things in Common (15 minutes)

We are always making *assumptions*, judgments made without proof. Not all assumptions are bad, like assuming that you should not eat something you find lying on the ground or assuming the “prince” that emailed you asking for \$1,000 is a scam.

Sometimes, we make assumptions that are wrong. This next activity will focus on that.



Directions

1. Ask students to identify someone in the room who they feel is much different from themselves. Supervisors are encouraged to participate.
2. Tell them to find things they have in common with that person, with the following restrictions.
 - The common thing cannot be superficial (for example, we both like the color blue)
 - The common thing cannot be all-encompassing (for example, we don't like it when people lie to us).
3. To assist in this, give youth a series of prompts (verbally and/or written clearly for them to see) for them to share between each other. The prompts include:
 - Who is your support system?
 - What is your goal in being here (at your YouthWorks job)?
 - Talk about one time you were afraid and how you handled the situation.
 - Talk about a time you felt brave and how you handled the situation.
4. After a few minutes, ask each group to report back one thing they have in common with each other.

5. After the share-back, ask the group the following discussion questions:
- Were you surprised by something your partner shared with you?
 - What assumptions did you make before the conversation that were proven wrong?
 - What is *empathy*? What is *sympathy*? What is the difference between them?
 - Sympathy is feeling sorry, compassion, or pity for someone. It is saying, “I feel for you.”
 - Empathy is being able to put yourself into someone else’s shoes.
 - We can sympathize with anything or anyone, but to empathize with someone we need to be able to imagine what it is like to be in their situation.
 - How does knowing you have things in common with someone help you empathize with them?



Activity: Role Play (25 minutes)

Whether you like it or not, you will feel emotions at some point in your life. This is not only inevitable, but it is healthy to feel and share your emotions with your family and friends.

The workplace can bring up many positive and negative emotions. Sometimes they can reinforce the work you do, but other times they can make work harder. In an ideal world, we would all get time to process these emotions, but not every employer is able or willing to give its employees that time. That is why it is important to manage emotions at work. The next activity will focus on this.

Lesson 2: Mindset

Directions

1. Ask students to brainstorm a bunch of different emotions that are difficult to manage.
 - While there are plenty of examples of these emotions, focus the most on anger, sadness, and stress.
2. Have people split up into groups of 2 to 4 people and assign one of the following emotion to each group. It's okay to have duplicates, but make sure to have at least one group per emotion.
 - Anger
 - Sadness
 - Stress
3. Ask each group to answer the following questions about their emotion. Give them 10 minutes:
 - What does your group's emotion feel like in your body?
 - What are reasons you have felt this emotion in the past?
 - What could you do to help yourself cope with this emotion in a workplace?
 - How can you tell if someone else is feeling this emotion without asking them?
 - Why do you think someone else might feel this emotion?
 - What could you do to help a coworker who is feeling this emotion in a workplace?
4. After a few minutes, have groups report back on answers to their questions.
5. Ask the group about the important takeaways from this discussion. Offer these if the group does not mention them:
 - Everyone experiences their own problems and issues. It is totally normal to have emotions about the things that are happening in our work and personal lives.
 - It is important for us to recognize the problems other people are feeling. It is also important to acknowledge that bringing these issues to the workplace can negatively affect our job performance.
 - Sometimes we can share our emotions with our supervisors and coworkers, but sometimes we may not be able to. Finding ways to control our emotions at work may be necessary, until we can get to a place where expressing our emotions more honestly is safer and more likely to be well-received.



Reflection (15 minutes)

1. Pass out a piece of paper to each youth.
2. Ask them to write about the stresses, problems, and concerns that are worrying them today. Let them know they will not be sharing them with anyone. Do not ask for youth to share their answers, unless they request to share them. Give them a few minutes.
3. Once everyone has finished writing their items, tell them they can do whatever they like with this paper—rip it up, crumple, file it away, give it to you to carry until the end of the day, etc.
4. Ask youth to think about whom they can talk to when they are going through issues specific to your workplace. What type of coping strategies can they employ to ensure their emotions do not negatively affect their work lives?

Note: Youth may enjoy this activity. Consider allowing them to repeat it later in the YouthWorks session.

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Lesson 3: Communication & Teamwork



Materials Needed

Workplace Communication Scenarios cards
Post-it notes or Teamwork Interview Notes worksheet
Workplace Communication Scenarios cards
Pen or pencil for each YouthWorker
Paper or index cards
Tape



Lesson Goals

Participants will:

- Learn about the importance of working together as a group
 - Learn about different roles people play on a team and the importance of each role
 - Improve their ability to be a good team player
 - Define and understand communication
 - Practice verbal communication
 - Providing feedback
 - Feeling comfortable speaking up
 - Being assertive, instead of passive or aggressive
 - Practice non-verbal communication
 - Eye contact
 - Active listening skills
 - Facial expressions
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Lesson 3: Communication & Teamwork



Introduction (5 minutes)

Communication and teamwork are very important parts of success in the workplace. Employers look for people who can work and communicate well with others. Sometimes this means putting aside your own interests so that the team can achieve a common goal. Other times, it may require putting yourself in someone else's shoes to know the best way to speak and write to them. You will work with many different people, who require different ways of communicating and collaborating to succeed at your job. It's easy to think that we can work independently or pay little attention to our words, tone, and body language. These can, however, make a big difference in the work place.

Take for example a basketball team. You might think that the highest scoring players in the game do not need a team to succeed. But this is not true. There is a lot of planning and cooperation needed to make sure the best shooter gets the ball at the right place and right time. This requires constant verbal and non-verbal communication between every player on the team. The same thing happens in workplaces. In a fast food restaurant, there may be 7 different jobs that people are doing at the same time. The difference between you getting your food in 2 minutes vs. 7 minutes is their ability to work and communicate together.

An important thing to remember about communication is that you never know how someone will interpret what you try to express. Their interpretation may be what you intend, but it might not. Likewise, sometimes you will interpret information in the way it is intended, and sometimes you will get it wrong. For instance, a colleague might be short with you and may seem rude. In fact, they might not mean to be rude but wanted to get you a quick answer before leaving for a meeting. Always think hard about what someone might be trying to express. That will allow you to be a better team player and not to get upset about things because of miscommunication.



Activity: Teamwork Interviews (15 minutes)

Teamwork will lead to a better work product in the end and can be very rewarding, but that is not to say it is always easy. This activity gives your group a chance to think about the rewarding and challenge parts of being part of a team.



Directions

1. In pairs of two, have YouthWorkers hold short interviews with your staff. If you do not have many staff members, assign youth to interview each other. Have them ask these four questions:
 - What is the best part of working on a team?
 - What is the hardest part of working on a team?
 - What was the best team you ever worked on? What made it great?
 - What advice do you have for us as team members this summer?
2. Have YouthWorkers take short notes on either post-it notes or use the Teamwork Interview Notes worksheet.
 - **Post-It Notes.** When the interviews are complete, have YouthWorkers come back to the large group and put the post-its up on the wall. Group them by interview question.
 - **Teamwork Interview Notes Worksheet.** Have youth tear their sheets along the dotted lines into four pieces. Have them separate their pieces by interview questions onto different tables, sections on the floor, etc.
3. Give them time to walk through and read the notes.
4. Ask the youth:
 - Do you see common themes about what makes a good team player?
 - Do you see common themes what is hard about working in a team?
 - Do you see common themes about what makes teams successful?



Activity: Communication Role Play (20 minutes)

This activity gives youth a chance to role play a number of scenarios that involve communication and that might occur in during their YouthWorks session. Remind youth that we change how we communicate depending on whom we are speaking with. As YouthWorkers navigate their work, they will be communicating with parents, supervisors, customers, and peers. The following scenarios illustrate various ways youth might adjust their manner and method of communication depending on the situation.

Lesson 3: Communication & Teamwork



Directions

5. Choose which Workplace Communication Scenarios cards you would like the youth to dramatize. This choice may depend on time, the number of youth taking part in the activity, and which scenarios seem most relevant to the workplace.
6. Give a scenario card to two participants and have them choose their roles.
7. Have the two participants go in front of the class and act out the scenario in two ways, once in an unsuccessful way and once in a successful way. They can choose which one to do first.



Reflection (20 minutes)

1. Have other youth give feedback on the role playing scenarios. Have them consider these questions:
 - What were the pros and cons of how each character was communicating with the other person?
 - Can you identify with some emotions and actions you saw from each character?
 - How could communication have been changed for a better outcome?
 - What areas of communication might you try to improve over the next few weeks?
2. Have the youth talk about different ways that they might communicate with their coworkers at your YouthWorks site or at future employers. When is it appropriate to text? When is it better to send an email? When is it best to talk to someone in person?
3. Remind youth that they communicate with their coworkers via social media. Whether they like it or not, many employers will Google their name before giving them an interview. Often the first things to come up are social media accounts (Instagram, Tumblr, Facebook, Twitter, etc), which means the things posted can affect their ability to get a job. Ask them if they know what would come up if they Googled themselves.
4. Discuss how an email address, ringtone, or voicemail message can communicate professionalism. These should be simple and straightforward, like John.Jones@gmail.com. The same thing is true for ringtones and voicemail messages. Ask your YouthWorkers to reflect on their own email addresses,

ringtones, and voicemail messages and to change them, or create new ones, if they need to so that they can be used for professional purposes.

5. Ask YouthWorkers to think about how they will use teamwork skills into their work, school, and daily lives. Ask them: What can we do to be a good team this summer?
6. Have students write their ideas on paper and ask them to post it at home or work. They can refer back to it when team challenges arise.

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YW WORKPLACE COMMUNICATION SCENARIOS

<p><u>YouthWorker to Parent</u></p> <p>You lost your Charm Card and do not have bus fare or alternate transportation.</p>	<p><u>YouthWorker to Parent</u></p> <p>You have learned that a family activity will conflict with your job.</p>	<p><u>YouthWorker to Parent</u></p> <p>You have been put on probation at work because of something you did.</p>
<p><u>YouthWorker to Supervisor</u></p> <p>You have been late to work several times, and your supervisor is frustrated.</p>	<p><u>YouthWorker to Supervisor</u></p> <p>You need to ask for a schedule adjustment because of a family situation that has come up.</p>	<p><u>YouthWorker to Supervisor</u></p> <p>You do not know how to complete one of your assigned tasks and need to ask for help.</p>
<p><u>YouthWorker to YouthWorker</u></p> <p>One of your fellow YouthWorkers is very distracting at work, and you want to get back on task.</p>	<p><u>YouthWorker to YouthWorker</u></p> <p>You do not particularly enjoy a fellow YouthWorker, but you have been asked to work on a project with them.</p>	<p><u>YouthWorker to YouthWorker</u></p> <p>A fellow YouthWorker is feeling discouraged and is thinking about quitting the job.</p>

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 **TEAMWORK INTERVIEW NOTES**

Best Part of Working on a Team

Hardest Part of Working on a Team

Advice for Working on a Team

Your Favorite Team Experience

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Lesson 4: Problem Solving



Materials Needed

Paper

Pen or pencil for each YouthWorker

YouthWorks Problem Solving Scenarios worksheet



Lesson Goals

Participants will:

- Analyze a problem
- Identify internal and external problems
- Identify the roles one plays in a conflict and how to own one's actions
- Learn to see oneself as a problem solver and how to release negative effects of conflict



Introduction (5 minutes)

Jay-Z was pretty lucky when he said he only had 99 problems. While we all want zero problems, the truth is we have to deal with dozens of problems on a daily basis in our personal and work lives. Some are pretty easy (like what to eat at lunch), while others are not so easy (like how to work well with difficult people). Knowing how to solve these problems takes an understanding of accountability,

Locus of control is the “location” of an individual’s sense of personal control or responsibility over actions and events. If I blame the others for issues, then my locus of control is “external” to myself. I am saying I have little or no control over what happens to me.

Lesson 4: Problem Solving

If I take responsibility for my actions, my locus of control is internal. It is within me to make my actions and events of my life positive. Employers prefer people with an internal sense of control.



Icebreaker: Spectrum Game (15 minutes)



Directions

1. Designate two opposite sides of your room as the “internal” and “external” locus of control sides.
2. Have your youth stand up. Tell them that you will read aloud scenarios describing a work situation. They should decide if they think the person’s locus of control is more internal than external.
3. Youth should walk to the position in the room where they think the action falls. They should stand on the “internal” side if they think the person is demonstrating an internal locus of control. If it is “external,” they will move to the external side of the room. If they think the actions are in between, they should stand at the corresponding spot on the spectrum.
4. After each scenario, ask a few youth to explain why they chose to stand where they did.



Scenarios to read aloud:

- Taylor arrives late to work. When their boss asks for a reason, they say, “The bus arrived late.”
- Jordan works at a shoe store. A customer comes in very angry that the shoes they bought no longer fit. Jordan explains to the customer he does not handle returns and that the customer should come back another day when his manager is in the office.
- Chad, Kayla, and Brianna work for the same company. Whenever Brianna and Kayla speak at a meeting, the company’s owner, Richard, ignores their suggestions and tells them, “Now is not the time to discuss that.” When Chad

Lesson 4: Problem Solving

suggests the same ideas, the owner usually likes them and gives Chad credit. Brianna thinks her boss is treating the young women unfairly, but Chad thinks it is because he communicates his ideas more clearly.

- What is Brianna's locus of control when it comes to how Richard treats her?
 - What is Chad's locus of control when it comes to how Richard treats Brianna?
 - If Chad decided to give Brianna credit every time he uses one of her ideas, how would that change his locus of control?
5. Discuss the reality that sometimes you will face situations where you have little ability to exercise external locus of control. While it is often bad to blame other people for your problems, in some situations, the problems you experience are no fault of your own. Even if you are empowered, your locus of control may be entirely external in specific situations, whether you like it or not. This may seem unfair, but knowing what you can and cannot control is important for your mental health and career development.
 6. Ask and discuss: If Brianna is not able to control what Richard thinks of her, what can she try to control about her work life?



Activity: Problem Solving Scenarios (25 minutes)



Directions

1. Ask students to define what a problem is. Answers should be something like:
 - A question that needs to be answered
 - A situation that is puzzling or creates difficulty
 - A matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome
2. Ask students to think about where problems in their life occur? Whom do they sometimes involve? Or whom might they involve?
 - **Where:** School, work, home, and neighborhood
 - **Who:** Family, friends, teachers, neighbors, bosses, coworkers, and customers
3. Split everyone up into groups of three to five.

Lesson 4: Problem Solving

4. Give them the YW Problem Solving Scenarios sheet and assign a scenario to each group. You do not need to assign all the scenarios if you do not have enough people. You can return to the scenarios if you have time left over.
5. Allow groups about ten minutes to complete the document for their scenario. Walk around and see how things are going within each group.
6. Regroup everyone to discuss the solutions they landed on.



Reflection (15 minutes)

1. Ask participants to reflect on a problem they have faced in the workplace recently.
 - What did they do about it?
 - Did they solve the problem in an effective way? If so, why? If not, why not?
2. Thinking about your experience as a supervisor or employee, share an example or two where you may not have made the best decisions in a workplace when addressing a problem. Be as specific as possible.
 - What did you do wrong?
 - How could you have better handled the situation?
 - What did you learn from the experience?
 - How have you used that knowledge in other situations since then?
3. Have youth reflect on some of skills and activities they have worked on in earlier YW Ready! lessons. How could they use mindset, good teamwork, or communication to help avoid or solve problems in the workplace, or at home?



PROBLEM SOLVING SCENARIOS

The following are a few examples of workplace issues that need resolving. Consider the scenario assigned to your group and write your solution in the area provided.

Scenario 1: Dress Code

Isabella is the manager of an office. Isabella told her employees on their first day that they must wear khaki pants and button-ups to work every day. Her YouthWorker Isaiah has consistently come to work wearing ripped jeans and a t-shirt. She has reminded Isaiah of the dress code three times in his first week at work, but he still has not listened. What can Isabella do to resolve this situation?

Scenario 2: Rumors

Your boss and another employer suddenly stop talking every time you walk into a room. You believe they are talking about you and it makes you feel uncomfortable.

Scenario 3: Customer Service

You work at a senior center. One of your patients is constantly rude to you. They often critique the things you do and never say thank you for your service. This is making it difficult for you to work.

Scenario 4: Lazy Coworker

You come to work on time and work hard every day. Your co-worker Connor is often late and does not do much during the day, making you and your co-workers work harder to pick up his slack. Still, both of you earn the same amount and your boss has yet to recognize your hard work or Connor's laziness.

Scenario 5: He Said, She Said

Oh, no! You work a clothing store and just realized you accidentally gave a customer a \$50 bill when you meant to give them a \$5 bill. When you flag down the customer and try to explain this to them, they suggest you are lying and that you only gave them \$5.



Your Group's Scenario Number: _____

Define the issue:

Who is involved?

What are some options you have for how to act?

1.

2.

3.

What are the potential consequences of each of those options?

1.

2.

3.

Which option (or options) above have you chosen to act on? Why did you select that option (or options)?

Lesson 5: Future Planning



Materials Needed

YW SMART Goal Activity Sheet
YW Resume Example
YW Resume Worksheet
Pen or pencil for each YouthWorker
Paper



Lesson Goals

Participants will:

- Understand the importance of realistic goals and set a SMART Goal
- Understand networking
- Understand how to write a resume



Introduction (5 minutes)

What do you want to do when you grow up? Young people often are asked this question. The truth is most adults do not have a complete answer. Still, having a good answer to this question is important for three reasons:

1. Knowing where you want to be in the future can help determine what you should be doing now.
2. Knowing what kind of person you want to be in the future can help determine what traits you should build.
3. If you communicate your future vision and hopes well enough, people may help you make that vision a reality.

Lesson 5: Future Planning

Future planning is not just about the job you get. It can be the friends, family, achievements, lifestyle, hobbies, awards, and finances that you would like to have. To help you think about your professional future, this lesson will focus on goal setting, professionalism, and resume building.



Icebreaker: 10 Years From Now (5 minutes)



Directions

1. Ask each youth, one at a time, to stand up give a short two to three sentence description of what their future plans are for ten years from now. This should cover what they plan to do in that period and what they plan to accomplish.
2. Share what you (the supervisor) planned for your future when you were age 14 to 18. This account should not be too long.
 - Your past goals may differ from where you are now. If so, explain that it is good to follow your future plans, but also to have the flexibility to change them based on what you experience in the present.
3. If other staff are in the room, have them share what their plan for their future was when they were the age of your YouthWorkers. Have them reflect on how their goals might differ from where they are now.



Activity 1: SMART Goals (15 minutes)



Directions

1. Read or paraphrase this text:

If you don't have a destination, it is hard to come up with a travel route. If you don't have a goal, you can't make a plan. But not all goals are made equal. For example, if someone said their goal was to "become famous" or "a millionaire," what does that mean? They could be a musician (Jennifer Lopez), politician (Barack Obama), author (Maya Angelou), scientist (Neil deGrasse Tyson), Olympian (Gabby Douglas), or criminal (Al Capone).

A good way to make effective goals is to make SMART goals. This stands for:

Lesson 5: Future Planning

- **Specific:** Your goals cover what, who, why, and where
 - **Measurable:** Your goal should be measurable, so it is clear how close you are to achieving it at any point in time.
 - **Achievable:** Your goal should be realistic enough that you can achieve it.
 - **Relevant:** Your goal should be important to you and fits into the life you have planned for yourself
 - **Time-bound:** Your goal should have a date that you'd like to complete it by and a clear outline of what can be achieved in the short and long-term to get there
2. Hand out the YW SMART Goal Activity Sheet.
 3. Have youth break into groups of three to five to complete the activity. Give them five minutes.
 4. Review their answers to the questions for the example on the sheet. Correct answers:
 - **Basic Goal:** Become a physical therapist.
 - **Specific:** Kira wants to become a physical therapist, based on her strengths and interests.
 - **Measurable:** Kira plans on volunteering at a physical therapy office, attaining an education as a physical therapist, and working as a physical therapist. Each is distinct and clear actions that shows where she is at on the path to becoming a physical therapist.
 - **Achievable:** There are thousands of physical therapists already, so it's definitely achievable.
 - **Relevant:** Kira was interested in sports medicine and used insight from reading and identifying her strength/weakness to pick physical therapy.
 - **Time-bound:** She has no defined timeframe, but if you assume physical therapy takes a four-year bachelor's degree and three-year Doctor of Physical Therapy degree to accomplish, her timeframe could be seven years after graduation. It might be longer if she takes longer to complete her bachelor's.
 5. Have youth work independently to develop their own SMART goals. If time allows, have people share it with each other or the group as a whole.



Activity 2: Resume Writing (20 minutes)

This activity will give youth the chance to consider how they would format a resume. You have two options for how you would like to teach it. With significant assistance of

Lesson 5: Future Planning



the organization Code in the Schools and Molly Reddy from the MICA MA Social Design program, YouthWorks has built an online tool called the Easy Resume Builder. This tool allows youth to generate a resume that is sent to their Gmail email account using only a smart phone.

Alternatively, you can work with youth to identify what they should put on their resume and either have them format it themselves using computers at your site or having them complete a worksheet that they can use later to build their own resume on their own time.

Option 1: Easy Resume Builder Tool

The benefit of this tool is that youth can leave class with a generated resume, using either a smartphone, tablet, or computer. Using the tool requires that each youth already has or creates a Gmail email address and that they have access to a smartphone, tablet, or computer with internet access.

1. Ensure all youth have access to either a computer, smartphone, or tablet with internet access. Have them access the Easy Resume Builder website at:

tinyurl.com/youthworksresume

2. For youth who do not yet have a Gmail account, assist them in setting one up using the instructions displayed on the “Get A Gmail” tab in the menu.
3. Have youth access the “Make a Resume” tab of the Easy Resume Builder website. Allow them to select which resume format they like the most from the three options. Have them click on that resume to access the form to complete to fill it out.
4. Walk through the resume form with them. You can use the tips on Page 1 of the YW Resume Worksheet to lead your discussion. Provide examples from your own work experience if possible and maybe bring in your own resume. Focus areas include:
 - Basic Information
 - Education
 - Work experience
 - Skills
 - Extracurricular activities (activities that are not service-based)
 - Community service
 - Awards and achievements
5. Have a short open discussion about the skills and accomplishments the YouthWorkers had at your worksite. Come up with a few lines they can use in their resume to describe their YouthWorks experience.

Lesson 5: Future Planning

6. Have youth complete their Easy Resume Builder forms. Make sure to assist them as questions arise. If some youth take longer to complete the forms, encourage youth who have completed it to assist their peers.
7. Once they have completed and submitted the forms, they will receive an email with the completed resume in a Google Document in the format they selected. They can further edit, download, or print this document whenever they would like.

Option 2: Paper Worksheet

1. Provide youth a copy of the YW Resume Example and YW Resume Worksheet.
2. Review the YW Resume Example with youth as an example of a simple resume.
3. Walk through the YW Resume Worksheet and the tips on Page 1 for how to write each part of a resume. Provide examples from your own work experience if possible and maybe bring in your own resume. Focus areas include:
 - Basic Information
 - Education
 - Work experience
 - Skills
 - Extracurricular activities (activities that are not service-based)
 - Community service
 - Awards and achievements
4. Have a short open discussion about the skills and accomplishments the YouthWorkers had at your worksite. Come up with a few lines they can use in their resume to describe their YouthWorks experience.
5. Have youth complete the YW Resume Worksheet. Make sure to assist them as questions arise. If some youth take longer to complete the sheet, encourage youth who have completed the document to assist their peers.

Lesson 5: Future Planning



Reflection (15 minutes)

1. Read or paraphrase this text:

What's the most common ways people find out about the job they end up getting? While it may be tempting to say online advertisements or recruiters, the answer is networking. If you are looking for a job, getting your name out there through your friends, family, neighbors, teachers, bosses, and coworkers can go a long way in helping you get a job. You can take it even further, by taking opportunities to meet new people in professional settings at work, school, or social events.

2. Talk through the following networking tips with the youth.
 - Any opportunity to speak with someone is an opportunity to network.
 - Do your homework! Beforehand, research the organization of the person you will be talking to or the organizations at networking event you will be attending.
 - Always bring one or more copies of your resume.
 - **Your Pitch:** Practice the way you will describe yourself and think about questions you might want answered.
 - **Informational Interviews:** If you know someone who is in a place you see yourself in the future, set up an informational interview. Make sure your “ask” is specific when you arrange the meeting. What do you want to talk to them about? This will make the person more likely to want to speak with you. In the interview, you can ask questions about their organization, their background, and how they got to where they are. Sometimes informational meetings can lead to a job offer from the person you ask for the informational interview.
 - **Thank you notes.** Always send a thank you email or letter after an informational interview. It is considerate, lets the person know you are serious, and reminds them of anything they promised to do to help you out.
3. Have youth mingle and ask each of them to share a short two- or three-sentence pitch they have for themselves with each other. Make sure they integrate their goals, background from their resume, and networking tips. Have them give each other feedback on their pitches.
4. After they have shared their pitch three or four times, have the youth sit down.
5. Once everyone is seated, ask them how their pitches changed or improved with repetition. Remind them that the trick to successful networking is practice and repetition.

 **SMART GOALS ACTIVITY SHEET**

This activity will cover some of the basics of SMART Goals.

S pecific	The goal covers the what, who, why, and where to be as clear as possible
M easurable	The goal can be measured, so you can always know how close you are to achieving it
A chievable	The goal is realistic enough that you can achieve it and the other life goals
R elevant	The goal should be important and fit into the life you have planned for yourself
T ime-bound	The goal should have a date that you would like to complete it by and a clear outline of what can be achieved in the short-term and long-term to get there

Kira's SMART Goals

Kira is an eighth grader who wants to pursue a career in sports medicine. To learn about this work, Kira talks to adults in different areas of sports medicine. She researches the field in books and journals. And she thinks about her strengths and weaknesses. After gathering this information and reflecting, she narrows down her choice to physical therapy. She thinks may even want to own her own practice someday. During the summer, she plans to volunteer at the physical therapy office close to her home. By the time she is ready to work part-time, she will have gained exposure to what the job might be like. Based on her desire and ambition, she wants to write SMART goals to guide her.

Break into groups of three to five to write SMART goals for Kira. It is helpful to start by writing the basic goal and then focus on each aspect of it that can be smart to form the final goal. Use the worksheet below and regroup to share your results.

1. What is Kira's basic goal?
2. How can it be specific? (Who? What? Where? When? Why?)
3. How can it be measurable? How can progress be measured?

4. How can it be attainable?

5. How can it be relevant?

6. How can it be time-bound? (What are the deadlines?)

Your SMART Goals

Repeat the same activity alone with a professional goal that you have. Focus on actions you can complete in the next year or two. Ask for help from your supervisor as you are thinking about the goal.

1. What is your basic goal?

2. How can it be specific? (Who? What? Where? When? Why?)

3. How can it be measurable? How can progress be measured?

4. How can it be attainable?

5. How can it be relevant?

6. How can it be time-bound? (What are the deadlines?)

Source: *Exploring: Discover Your Future* <http://www.exploring.org/>

Gerard Jones

Gerard Jones

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Skills

Teamwork, Communication, Attention to Detail, Social Media, Graphic Design (Adobe Photoshop), and Video Editing (iMovie)

Experience

Wide Angle Youth Media

June 2018 - Present

As a MediaWorks intern through YouthWorks I worked on a team to research podcasts, learn about storytelling, and produce a high quality podcast about being a young person in Baltimore.

Baltimore Design School Student Council

September 2017 - June 2018

During my time as Secretary of the Student Council I helped take notes at monthly meetings, plan Spirit Week events, and work with a team to communicate messages to the school community, made up of 400 students.

Education

Baltimore Design School

Anticipated June 2019

Participated in Student Council, Junior Varsity Basketball Team, and volunteered with an elementary school during a service learning class.

Introduction to Drawing and Painting

April 2016 - May 2016

Participated in a summer session course at Maryland Institute College of Art.

Achievements

Member of my church choir for seven years.

Community Service

Created flyers and website design for Neighborhood Community Association

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The key to a great resume is drafting and drafting again! This sheet should help you get some ideas out. Once you are done with it, you can use this information in Word, an Online resume creator program, or other text processor program to create your new resume.

Instructions

Fill out the questionnaire to the best of your ability. Please be as specific as possible. If you do not have an answer for a non-required question, leave it blank. Some questions are repeated just in case you have more than one answer.

This worksheet was made to be used with the Easy Resume Builder tool, which you can access online at:

tinyurl.com/youthworksresume

Tips and Examples

- Don't worry if you can't fill something out, you can always leave it blank
- Always be as clear as possible. If you go to Michael Jordan High School, put down the full name of the school, instead the initials, MJHS
- **School:** For graduation date, list the month and year you have graduated or plan on graduating.
- **Job Description:** Job descriptions require you to use a lot of action verbs, verbs that describe a specific activity. For example, "Do" is not an action verb, but "sorted" is. Instead of writing a full sentence that begins with "I," just start the descriptions with your action verbs.
 - Don't forget to describe your YouthWorks experience!
 - **Ex 1 – Bad:** Did work for my boss at the summer program when they told me to
 - **Ex 1 – Good:** Assisted in set-up and breakdown of playrooms, supervised 5- to 10-year-old youth in educational activities, and created and taught a lesson plan on fractions
 - **Ex 2 – Bad:** I am a hard worker, who did my best to clean the building thoroughly
 - **Ex 2 – Good:** Cleaned the interior of the school building, took trash out on a daily basis, and inventoried cleaning supplies.
- **Extracurricular Activity:** If your activity or club may not be well known, explain it. You can be brief for clubs that are common.
 - **Ex 1:** Michael Jordan High School Varsity Football – Team Captain (2017), Team Member (2014-2017)
 - **Ex 2:** Expressions - Team Member (2016-2017) – Michael Jordan High School's competitive Step team
- **Skills:** Think about specific skills that make you unique and qualified for work
 - **Bad Example:** Good worker, smart, athletic, etc.
 - **Good Example:** Proficient in Microsoft Word, speak intermediate Spanish, social media savvy, interpersonal skills, customer service experience, babysitting, etc.
- **Community Service:** If possible, focus on activities you have done, rather than positions you have held. If you accomplished something specific, mention it.
 - **Ex 1:** Assisted in building new neighborhood playground, Parkside Community Playground
 - **Ex 2:** Spent two hours each week reading to residents of Brighton Nursing Home
- **Achievements:** List awards or accomplishments you have received recently. Be clear about what they are if the name of the award isn't clear.
 - **Ex 1:** Perfect Attendance (2015, 2017)
 - **Ex 2:** Math Award (2016) – received for having highest grade in math class for the quarter.
 - **Ex 3:** Malcolm X Community Member Award – received for being an active volunteer at Example Community Association Meeting events.

Basic Information

Email Address: _____

First and Last Name: _____

Full Address: _____
Street Address City State (MD) Zip

Phone Number: (____) _____ - _____

School 1

School Most-Recently Attended: _____ Graduation Date: _____

Additional School Information: Describe your grade level, after school activities, and participation in school events, clubs, or teams. Example: Participated in Student Council and volunteered at an elementary school

School 2 (if applicable)

Additional School: _____ Graduation Date: _____

Additional School Information: Describe your grade level, after school activities, and participation in school events, clubs, or teams.

Skills

List specific skills that make you a qualified worker. Examples: Teamwork, Microsoft Word, Graphic Design, etc.

Community Service

Describe any community service or experience. List specific projects or activities.

Achievements

List all awards you have earned in or outside of school.

Work Experience 1

Company/Organization 1: _____

Dates Employed: _____ to _____

Describe the responsibilities that come with Position 1.

Work Experience 2 (if applicable)

Company/Organization 1: _____

Dates Employed: _____ to _____

Describe the responsibilities that come with Position 2.

You can use the information in this worksheet to create a resume for yourself using the Easy Resume Builder Tool. You can do this using a computer or a smart phone!

You will need to have a Gmail email to do so. You can find the Easy Resume Builder Tool at:

tinyurl.com/youthworksresume

If you don't want to do that, you can use Microsoft Word or another text processor program to create your new resume manually using this information.