**PED Summer 2021 Internship**

**Facilitation Guide for**

**Intern Orientation**

**6 Week Employability Skill Curriculum Facilitation Guide**

\*\*With thanks to MHA Labs for certain resources.

**Overview**

This Guide contains more detailed facilitation notes for the slides in the SEIP Intern Orientation & 6 Week Curriculum. The resources offer guidance for an Intern Orientation of 1 full day or 2 half days, plus a 6-week Curriculum delivered by the intern coordinator over the course of the internship. The lessons in both the Orientation and 6-Week Curriculum are designed as stand-alone, interchangeable resources. Thus, the entire sequence may be used, or the units may be re-ordered or substituted based on the needs of individual counties and community partners.

\*Note that facilitation tips and links are also contained within the PowerPoint slide notes.

**Design Assumptions**

* 2 half-day or 1 full day pre-start orientation/boot camp for interns.
* 6 2-3 hour classroom style session cohort style (1 day a week per 6 week experience)
* Weekly Mentor feedback & check in session (ideally via a Google form)

**Orientation Sessions (Boot Camp)**

2 half-day sessions or 1 full day

Lesson explanations contained within PowerPoint Slides.

**Intern Cohort Orientation (Boot Camp) Day 1**

* IceBreaker & Get to know you
* Community building within cohort (Stereotypes of Work)
* Boss your strengths
* World of Work
* Dream Job>>Skills/Experience>>Position Descriptions
* Hopes & Fears

**Intern Cohort Orientation (Boot Camp) Day 2**

* Empathy Map
* First Day Readiness:
* Greetings & Intros, Small Talk, Active listening, Notes
* Self care and stress management
* Problem solving
* Appropriate professional boundaries
* Staying Safe, Reaching Out

**6-Week Cohort Classroom Sessions**

1 session @ 2-3 hrs per Week for 6 weeks

1. **Workplace Culture: Strategies for observing and navigating the workplace.**

*(p.s. #3, s.s. #1, ss #2, ss #3, ss #5)*

* 1. Check In
	2. Conscious Relationships
		1. What are some community agreements we wish to set? If the mentor is in the room as well, the intern and mentor can set their own community agreements. This is a place to talk about specific workplace norms.
		2. Identifying values for a learning space.
			1. Reflect on the relationship you value
			2. What would you name as your top 3 values and why are they important?
			3. Share one of those values that will be part of this learning journey in the internship
		3. Individual coworker interviews to learn about the various jobs and people within the business or organization.
1. **Self-organization & Management: Life & internship/work using digital and physical calendars.**

*(ps #4, ps #5, ss #3, ss #5)*

* 1. Specific intro around what organization and prioritizing tasks.
	2. Zoom, Google Calendar, Outlook, Accepting and creating calendar Invites.
		1. Create a zoom account, go through the settings, send an invitation with the zoom link.
	3. Learn more about digital communication. Professional emails, texts, and response time.
		1. Compare two professional emails of different tone and tell us why they are professional. What do you Notice, Wonder, Question graphic organizer.
			1. What should be included in professional address, subject line, greeting, body (short and concise) in full sentences, and the closing salutation.
			2. Response time - 48 business hours or 2 weeks when applying for a job response.
			3. Then they will write their own professional email with a specific topic in mind and have three peers review it and Notice, Wonder, and Question that as well.
			4. Emails are tracked, never put anything in an email that you wouldn't say to someone.
		2. Virtual meeting spaces: Google meets, Zoom, Teams, Skype,
			1. Create a zoom account, schedule a meeting with someone using this account.
		3. Text communication - responses, response time, when to respond.
			1. Putting your cell phone away at work, when is it appropriate to be on your phone?
			2. Social Media protocols: Asking for consent for folks, what is the business policy with posting images.
		4. Scavenger Hunt

Activity idea: (create a linked graphic with these tasks, bingo format)

Write out the following list on a piece of flip chart or powerpoint slide (depending on in-person or virtual). Ensure that it stays covered until the end of the activity explanation.

1. Do a lap around the room (5 points)
2. Create something for the instructor to wear, such as a hat or tie (10 points; bonus 5 points if the instructor actually wears it)
3. Find out something unique about each person on the team (5 points)
4. Sing a song together (15 points)
5. Make a paper airplane and throw it from one end of the room to another (10 points)
6. Get everyone in the room to sign a single piece of paper (5 points)
7. Count the number of pets owned by your group (20 points)
8. Assign a nickname to each member of the team (5 points)
9. Create name cards for each team member (5 points; bonus 5 points if you use your team nicknames)
10. Make a tower out of the materials owned by your group (10 points)
11. Convince a member of another team to join you (20 points)
12. Name your team and come up with a slogan (5 points for the name, 5 points for the slogan)
13. Re-create the sounds of the Amazon rainforest with the sounds of your voices (10 points)
14. Make a list of what your team wants out of the workshop (15 points)
15. Make a list of each team member’s favorite self-care or community care activities (10points)

Explanation

Divide participants into teams of five to eight. Unveil the numbered list of tasks. Explain that they have ten minutes to collect as many points as possible. They must be safe and they only have ten minutes!

Activity

Give participants ten minutes to perform their tasks, and enjoy the show! After ten minutes, add up their points using your pre-designed matrix and announce the winner. Keep the list of tasks; you may want to tape it to the wall.

Debrief

After the activity, discuss learning points. Possible discussion topics include:

* How did teams decide what tasks they wanted to do? Most groups will analyze the time the task will take and/or the difficulty level, compare it with the value (possible number of points), and prioritize as a result. We do this when managing our time, too: we often choose the high-yield, low-effort tasks over the low-yield, high-effort tasks (and rightly so!).
* What are the ways they tracked their task completion and time? Coming up with strategies to keep ourselves organized and our calendars/schedules accurate is important in the workplace, school and life.
* Are any decisions based on task dependencies? For the name card task, for example, teams received bonus points if they used team nicknames. Performing these two tasks together would triple the points received. This often happens in life, too – batching tasks increases your results exponentially.
* What group dynamics came into play? If participants knew each other before, they may feel more comfortable performing a personally risky activity, like singing a song. This comes into play when prioritizing tasks, too; we’re more likely to stay within our comfort zone, especially if we’re working in a team.
1. **Boss Your Feedback: Giving and receiving feedback.**

*(ps #1, ps #2, ss #1, ss #2, ss #5)*

* 1. Advocating for yourself
		1. What does advocating mean?
			1. What does this look like for you and why is it important?
			2. What does it look like in a work setting?
		2. Think, Pair, Share:
			1. Ex. You need more time to work on a project, you know these days before it is due. What would you do to make sure you are able to finish the project well?
			2. You have been working for 5 hours straight without a break or lunch break. You are hungry or need a personal reset what do you do?
			3. Debrief the answers. Adults to share out a time they had to advocate for themselves in the workplace.
				1. Possibly find a clip of someone advocating for themselves.
	2. Giving and receiving feedback / Affirmations and acknowledging our colleges.
		1. Intro: What are some ways we acknowledge our co-workers, friends, and family?
			+ 1. Saying hello, good morning, etc when they walk into the room you are in/ not ignoring them.
				2. Physical greetings - hugging, handshake, cool handshake, dap, waving hello.
				3. Saying goodbye when you leave or they leave
		2. Use the Bossing Your Strengths language/Nurtured Heart
			+ 1. Gallery Walk - give each person 4 post it notes and instruct them to share 4 people affirmations using the bossing your strengths list.
				2. Each person should only receive 3 total.
		3. Self-critique: Acknowledging what occurred? What can I do to improve?
			1. Reflect on a time when you did not reach expectations at your site or another setting, what went wrong and how did you fix it?
				1. Ex. You are planning an event with a group of people at your site. You were responsible for finding the DJ and you have not secured the music and the event is in 2 days. You are in a meeting now giving updates, what do you share in the meeting? What can you do to improve?
				2. Mentors share back as well with real life examples to show interns that adults also make mistakes and learn how to improve all of the time.
			2. [Boss Your Feedback](https://drive.google.com/file/d/1RMM5RPGUxYgiQziK_p70KGfZZ0hofjxj/view) Activity.
1. **Boss Your Growth:**

*(ps #1, ps #2, ps #5, ss #1)*

* 1. We are all learning and doing the best we can. All of us will make mistakes adults and youth make in the workplace. The purpose of an internship is to learn, to learn as much as possible come into feedback spaces with
	2. Example: If you were given a task and informed how to do it and you forgot the instructions what could you do the next time?
		1. Use a notebook and write down the instructions.
		2. Asking clarifying questions whenever possible.
	3. Reflection is a strength: Challenge your action and not personalize it.
		1. Share this article with them and provide independent time to read or can take turns reading it: [21 Important Lessons Learned from Failure](https://www.wanderlustworker.com/21-important-lessons-learned-from-failure/)
		2. Ask them to journal about a time in your life when you made a mistake (big or small). How did you initially feel about the situation? What lessons did you learn? What strengths about yourself did you discover? Were there any of the 21 Important Lessons About Failure (from the article) that you learned from your situation? Name the power skills you used to overcome your situation.
		3. Discuss “failures” or mistakes as opportunities for learning and growth, in life and the workplace.
		4. Review “[Boss your Failures](https://drive.google.com/file/d/1zdlMQ1PsS7hi9bIwhGQDmcAk0gmhuLud/view?usp=sharing)” worksheet and have interns complete worksheet activity in their journal.
		5. **In small groups or pairs:** What power skills did you gain from your “learning fail”? What skills did you use to overcome these experiences?
		6. Share out
1. **Be that Boss!**

*(ps #1, ps #4, ss #1, ss #2, ss#3, ss #5)*

* 1. How to be a great leader:
		1. Identify 3 strengths of a leader.
		2. Identify your own strengths -
		3. How can you use your strengths in the workplace?
			1. Update your resumes using these strengths.
	2. How to be a great team player: Egg drop, virtual: Deserted Island (roles, values, leadership, fears)
		1. Work with your team to use the materials provided to build a structure to protect your egg. Eggs will be dropped from a predetermined height and the non cracked eggs win.
		2. Deserted Island Activity
1. **Professional Interviewing and Conversational Skills**

*(ss #1, ss #2, ss #5)*

* 1. Have interns interview each other with no prior information about interviewing.
		1. Reflect with a notice, wonder, and what would you change the graphic organizer.
			1. This activity will help them start thinking about what makes a good interview.
		2. Interviewing skills.
			1. Keep an open mind, take notes, keep the conversation going, being non-judgmental with the intention of learning as much information as possible.
			2. What are the foundational skills needed for interviewing people?
		3. Conversational skills
			1. How to start and maintain conversations.
				1. Active listening, Observe your environment.
				2. How to ask questions that will require longer answers from people. What is this document mike?
				3. Why are these skills important in real life? Making drs appts, and finding resources.
			2. Your elevator pitch to use in college or job interviews.
				1. What are your career and educational goals in 30 seconds.
				2. Pair up and practice your elevator pitch on each other, the non speaker gives feedback (e.g., more eye contact, more concise, etc.)
				3. Prepare more details to share after your pitch and you have their attention.
		4. Interview your mentor - Schedule a time to interview your mentor.
			1. Mentor questions- <https://docs.google.com/document/d/1OoyCFbo1c8Lz0tnVxvWhePAoWdJnNGkJKqf-fn1pWNQ/edit?usp=sharing>
			2. Group interview of the mentor or coordinator.
				1. One intern speaks at a time while the rest take notes.
		5. (30 min) - Interview professionals in your career interest.
			1. Prior to the meeting, survey the interns to gather their career interests and invite professionals in your network to join you and the interns for 30 minute interviews about their educational and career journey.