

# MARKING GUIDE

## DEVELOP MY APPROACH JOURNAL

Developing Our Approach

Level 4, Credits 7

**Assessment Code: YTD Mentor & Support**

### INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

**TASKS:** Complete **six** Journal entries over the duration of this Module when prompted in the online course and **one** Final Summary Reflection based on your journaling as you document the development of your approach to mentoring and working with youth over the weeks of this Module.

**TASK 1: Journal Entry 1** - Submit evidence of journaling first thoughts on developing your approach at the start of this Module along with statement from a supervisor, mentor, manager, more experienced colleague etc. that they agree to meet with you a minimum of **three** times over the duration of this Module 5 to discuss the development of your approach.

**TASK 2: Journal Entry 2** – Submit evidence of journaling about best practice mentoring or supporting young people to develop or practice life skills.

**TASK 3: Journal Entry 3** – Submit evidence of journaling about cultural competence in practice that benefits Māori rangatahi and/or Pacific youth.

**TASK 4: Journal Entry 4** – Submit evidence of journaling on mentoring youth work relationships.

**TASK 5: Journal Entry 5** – Submit evidence of journaling on mentoring or supporting youth to participate in a group planning a project, event, or activity.

**TASK 6: Journal Entry 6** – Submit evidence of journaling on mentoring or supporting youth to participate in a group planning and/or implementing a project, event, or activity.

**TASK 7: Final Reflective Summary** - Submit reflective summary of learnings (journaling) on development of approach to mentoring or supporting youth, and a statement from Supervisor, Mentor, Manager, more experienced colleague etc. to confirm discussions on developing your approach occurred.

1. To gain competency in this assessment **six** Journal Entries and **one** Final Summary Reflection must be completed fully as required by the marking criteria.
2. The assessment must be the student's own work.
3. Resits are available. Refer to student handbook for assessment and resit policies.

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Name of Student: \_\_\_\_\_ Class: \_\_\_\_\_

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

COMPETENCY	TASK	C/NYC	Date	C/NYC	Date	C/NYC	Date
JOURNAL Entry 1	ONE						
JOURNAL Entry 2	TWO						
JOURNAL Entry 3	THREE						
JOURNAL Entry 4	FOUR						
JOURNAL Entry 5	FIVE						
JOURNAL Entry 6	SIX						
FINAL REFLECTIVE SUMMARY	SEVEN						
Assessor's initials:							
ENTERED IN SMS							

New Zealand Certificate in Youth Work – Level 4		
Course 4 Assessment 4.2		
Graduate Profile outcome	Learning Outcome	Assessment
<p>GPO 2: Mentor and support young people to recognise and develop their potential.</p> <p>GPO 3: Apply a strengths-based approach to lead positive youth development projects in the community.</p>	<p><b>LO 4.2</b> Mentor and support young people in activities that align with youth development best practice. <b>(7 credits)</b></p>	<p><b>Assessment 4.2</b> Complete a reflective journal outlining the mentoring activities undertaken. This includes:</p> <ul style="list-style-type: none"> <li>• supporting evidence from your supervisor, mentor and tutor</li> <li>• evaluative feedback from youth clients</li> <li>• strengths based approach</li> <li>• best practice principles</li> <li>• reflection aligned with the principles of youth development</li> <li>• adherence with codes of ethics</li> <li>• safety and risk management.</li> </ul>

## Overview

### What do I do with my journal entries and statements?

As you work through the online topics, you will be told when to add an entry to your reflective journal; there will be **six** in total (see timeline below).

These **six journal entries** and the **final reflective summary** make up the content for **Assessment 4.2**.

- You will submit the full journal near the end of the module.
- As with previous journaling, you do not need to submit your actual journal writing (unless you want to).
- However, you are required to submit evidence of journaling. Therefore, you must submit at least:
  - a 300-word reflection on what you wrote, or
  - an extract from your entry.

**Important:** While you will not be assessed on the content of what you write, as it is personal to you and your own journey, you must submit evidence of six journaling instances with Assessment 4.2 along with the completed Final Reflective Summary at the conclusion of this Module.

### Journal timeline:

- Entry 1 to be completed alongside the topic 'First thoughts of developing my approach'
- Entry 2 to be completed alongside the topic 'Reflection on best practice'
- Entry 3 to be completed alongside 'Māori rangatahi' or 'Pacific youth: Reflection on cultural competence and practice'
- Entry 4 to be completed with the topic 'Reflection on youth mentoring relationships'
- Entries 5 and 6 to be completed during facilitation and mentoring of the project
- Final Reflective Summary (includes mentor's statements)

Submit all of these at the conclusion of Module 5

## Task 1 – Journal Entry 1

### Question 1

In your journal, write about what you think your approach to mentoring and/or supporting the young people you work with is at this point in the course.

These questions are here to prompt your thinking:

- What does it mean for me to work with young people using a strength-based approach? What does that look like in my day-to-day practice?
- Who amongst your peers, colleagues, managers, mentor or supervisor, etc. do I really admire? Why?
- How am I feeling about the project I have to do with our young people for this module? What am I looking forward to? What do I think the challenges will be?
- What role does community and other relationships play in my practice? How do I define my youth work relationships?
- What is my role? Am I comfortable with this role? Are there things I would like to improve on or change?

**Personal reflection:** This (Module 5) is an opportunity to use a strength-based approach to facilitate a group of young people as they plan and carry out an event or activity. I will support, mentor and/or facilitate these young people as they participate, take on leadership and develop important life skills through this process.

- How am I feeling about this?
- What do I think I will do well?
- What am I likely to find challenging? Or, what am I nervous or uncertain about?

### Statement from supervisor, mentor, colleague, etc.

In your journal's personal reflection, you wrote about things that might make the project challenging for you. Who do you know who could help you to think about how to approach these challenges?

- Identify someone like a supervisor, mentor, more experienced colleague or peer, manager, etc. with knowledge, experience, expertise, wisdom and/or insight into the challenges you face.
- Ask this person if they would meet with you at least **three** times over the approximately 15 weeks of Module 5 to discuss the approach you are developing as a youth worker. This is an opportunity to discuss your approach to practice and learn from another's perspective to help clarify your thinking.
- Please ask this person to write a statement, similar to the one below that you can submit with your assessment. Note: this same statement is also in the Final Reflective Summary template at the end of this document.

**Sample statement:**

I am [Name] [role or position] at [organisation].

[Student's name] has talked with me about the project they facilitate for this part of their Youth Development qualification. I have agreed to meet with them at least three times over the next 15 weeks to talk about the approach they are developing to working with young people.

I am happy for the tutor or assessor of their programme of study to contact me to confirm the meetings took place. I understand the content of what we discuss can be confidential, so if I am contacted it will only be to confirm the meetings occurred.

I also understand that [Student's name] does have to submit written work on the development of their approach. This may include content discussed at our meetings. If I do not want particular information included in this written work, I will say so at the time.

Click or tap here to enter text.

No marking guide required.

Evidence of journaling on the topic.

Student submits a personal reflection from or based on their journaling in response to the personal reflection statement/questions.

Submission should be approximately 300 words or longer. Evidence of six journaling instances is submitted at the conclusion of this Module 5 along with the Final Reflective Summary.

## TASK 2 - Journal Entry 2

### Question 1

In your journal, write about best practice mentoring or supporting young people to develop or practice life skills.

These questions are here to prompt your thinking:

- Do you agree with the SAFE approach? How does SAFE help you introduce and/or facilitate learning of life skills? How do young people respond to a SAFE approach?
- Which of the five core competencies – self-awareness, self-management, social awareness, relationship skills and responsible decision making do you focus on most in your practice? Why is this? How do you integrate its development into your work?
- For Assessment B you select life skills for your sessions or activities. Which did you select and why? Did you introduce skills, provide time and opportunity to practice these skills or build on existing skills?
- For the activity in Assessment B, what was your role? What roles did the young people play? What were the main challenges of this activity?
- What role does cultural competency have in your work? How do you implement it as part of your mentoring or facilitation?

Ask the young people who participate in sessions or activities with you to give feedback. A feedback form template is at the end of this document. Please copy and modify it to suit your situation and purposes; or design your own or use one provided by your organisation.

**Personal reflection:** Think about an activity or session you designed to mentor or support young people to develop life skills:

- Which skills did you select? And why?
- How did the young person or group respond to the activity? Was their response what you expected?
- What were the challenges? What went well? What would you do differently next time? What would you do the same?

Click or tap here to enter text.

No marking guide required.

Evidence of journaling on the topic.

Student submits a personal reflection from or based on their journaling in response to the personal reflection statement/questions.

Submission should be approximately 300 words or longer. Evidence of six journaling instances is submitted at the conclusion of this Module 5 along with the Final Reflective Summary.

## Task 3 – Journal Entry 3

### Question 1

In your journal, write about cultural competency and practice using strategies that benefit Māori rangatahi and/or Pacific youth.

These questions are here to prompt your thinking:

- What are key things to be aware of or implement when mentoring or facilitating work with Māori rangatahi? Why?
- What about practice that benefits Pacific youth?
- What does cultural competency mean in your context? What approach do you take? What issues do you face? Where do you go for information and support?
- What are the benefits for the young people, yourself, and others (like the community) of cultural competency in youth work practice aimed at helping young people to develop life skills?
- How does your approach relate to the *Code of Ethics for Youth Work in Aotearoa*?

### Personal reflection:

- How do you integrate cultural competency into your practice for Māori rangatahi?
  - For Pacific youth?
  - For youth from various background?
- For you, what is the most challenging aspect of integrating cultural competency into your work? This may vary depending on who you are and the young people you work with.

Click or tap here to enter text.

No marking guide required.

Evidence of journaling on the topic.

Student submits a personal reflection from or based on their journaling in response to the personal reflection statement/questions.

Submission should be approximately 300 words or longer. Evidence of six journaling instances is submitted at the conclusion of this Module 5 along with the Final Reflective Summary.

## Task 4 – Journal Entry 4

### Question 1

In your journal, write about youth work relationships in mentoring.

These questions are here to prompt your thinking:

- How do you define best practice **mentoring** in your youth work context? How is a mentor different to other roles? What are its benefits? What are its challenges?
- How does your approach to building relationships in youth work relate to the *Code of Ethics for Youth Work in Aotearoa*?

**Personal reflection:** How do you approach mentoring young people? What are the advantages of this approach? Which aspects of mentoring do you find the most challenging?

Click or tap here to enter text.

No marking guide required.

Evidence of journaling on the topic.

Student submits a personal reflection from or based on their journaling in response to the personal reflection statement/questions.

Submission should be approximately 300 words or longer. Evidence of six journaling instances is submitted at the conclusion of this Module 5 along with the Final Reflective Summary.



## Task 5 – Journal Entry 5

### Question 1

In your journal, write about mentoring or supporting youth as they participate in a group that plans a project, event, or activity.

Complete this journal entry in the early stages of the project.

These questions are here to prompt your thinking:

- What is a **strength-based** approach in your youth work context? What are its benefits? What are its challenges?
- What are some examples of how your approach to the project aligns with the *Code of Ethics for Youth Work in Aotearoa*?
- Which best practice principles do you focus on implementing most in your practice? Why? How do young people benefit from this?
- How well do you think you are doing in relation to holistic safety and risk management in your practice? What are you doing well? What could be improved?

Ask the young people participating in the project for feedback. You may use and modify the template at the end of this document to suit your purposes, design your own or use feedback forms already in use at your organisation.

**Personal reflection:** Based on the Assessment C project:

- How are you using a strength-based approach?
- Examples of best practice principles in how you work.
- What is going well at this point in the project? What are your challenges? Where do you go for support or advice?

Click or tap here to enter text.

No marking guide required.

Evidence of journaling on the topic.

Student submits a personal reflection from or based on their journaling on in response to the personal reflection statement/questions.

Submission should be approximately 300 words or longer. Evidence of six journaling instances is submitted at the conclusion of this Module 5 along with a reflective summary.

## Task 6 – Journal Entry 6

### Question 1

In your journal, write about mentoring or supporting youth to participate in a group that plans and implements a project, event, or activity.

Complete this journal entry once the project is well underway and close to or during implementation.

These questions are here to prompt your thinking:

- How well did initial planning go? Which aspects did the young people engage with well? Which did they struggle with?
- How did the presentation of the Activity Proposal Plan go? How did the project and the young participants benefit from this step in the process? Why?
- How is safety and risk management going?
- How does your approach to working with young people on this project align with the *Code of Ethics for Youth Work in Aotearoa*?
- How well prepared are you to collect data at the end of the project in order to carry out an evaluation?

Ask the young people participating in the project to give you feedback. You may modify the feedback template at the end of this document, create your own or use a suitable one already in use at your organisation.

**Personal reflection:** Based on the Assessment C project nearing completion:

- What is going well at this point? Why do you think this is?
- Is there anything you wish you had done differently in the early stages?
- What are some challenges you face at this point in the project?
- Planning for holistic safety - What are the strengths of your approach? What are its weaknesses?

Click or tap here to enter text.

No marking guide required.

Evidence of journaling on the topic.

Student submits a personal reflection from or based on their journaling on in response to the personal reflection statement/questions.

Submission should be approximately 300 words or longer. Evidence of six journaling instances is submitted at the conclusion of this Module 5 along with a reflective summary.

## Task 7 – Reflective Summary

### Question 1

At six points through the online topics you were asked to add an entry into your reflective journal (see timeline below). These **six** journal entries and the **final reflective summary** make up the content for **Assessment A**.

### Six journal entries

Submit evidence of **six** journal entries. You do not need to submit your actual journal writing (unless you want to). However, at minimum submit for each entry a half-page reflection, or extract from the entry. You are not assessed on the content you write, as it is personal to you and your own journey.

Journal timeline (approximate):

- **Entry 1** at Topic 1: First thoughts of developing my approach
- **Entry 2** at Topic 4: Reflection on best practice
- **Entry 3** at Topic 5: Māori rangatahi or Topic 6: Pacific youth: Reflection on cultural competency in practice
- **Entry 4** at Topic 7: Reflection on mentoring in youth work relationships
- **Entry 5 and Entry 6** at Topic 11 (completed during facilitation and mentoring of the project)

### Reflective summary

Please complete the reflective summary template at the end of this document. It includes **two** statements from a supervisor, mentor, manager, or more experienced colleague, etc. that they met with you at least three times over the course of Module 5 to discuss the development of your approach.

Click or tap here to enter text.

Students submit the following:

- Evidence of **six** instances of journaling throughout Module 5 that addresses the personal reflection for each entry
- Statements from Supervisor, Mentor, Manager, more experienced colleague, etc. (included with the Final Reflective Summary):
  - **one** statement agreeing to meet with student a minimum of three times to discuss the development of student's approach
  - **one** statement confirming the meetings took place
  - person's contact details should be included with the statement
- Final Reflective Summary (at end of this document) completed and includes reflection on:
  - meetings with Supervisor, Mentor, Manager or more experienced colleague, etc.
  - feedback from young people being mentored or supported as they to develop life skills and participate in the project
  - implementing a strength-based approach to working with young people
  - aligning practice with best practice principles, includes principles of YDS and adherence with the *Code of Ethics for Youth Work in Aotearoa New Zealand*
  - safety and risk management planning and implementation.

Final Reflective Summary form provides basic guidance for reflection, but student may address questions in whichever ways make the sense for their context and work. The only exceptions would be the following:

- Approach to **strength-based** practice should be broadly aligned with and without contradiction to how it is defined within the *Code of Ethics for Youth Work in Aotearoa New Zealand* in **Clause 3**.
  - 3.1 Youth workers support young people to **identity** and **work** to their **strengths**.
  - 3.2 Youth workers identify and develop their own strengths.
  - 3.3 Youth workers do not see young people as problems to be solved and avoid labelling young people negatively.
  - 3.4 Youth workers identify and promote the traditions and people within the cultures of the young person they work with.
  - 3.5 Youth workers remain open-minded as young people explore their identity, understanding that identity is multidimensional and evolving. There are many aspects of identity, spaces, and ways to express this (including online profiles and other forms of digital engagement).
- Best practice principles: when referring to any specific principles (SAFE, YDS principles, Mana Taiohi) what is written should be an accurate reflection of the principle and not misrepresent it.

This is a competency-based assessment task. To be assessed as competent the student must submit evidence and responses that meet the following criteria:

- **six** journal entries (minimum per entry a half-page extract from the journal or summary of its reflection) that each reflects the personal reflection for their entry
- statement from a supervisor, mentor, manager, more experienced colleague, or similar to **confirm** they met with student a minimum of **three** times over Module 5/Course 4 to discuss the development of the student's approach; statement includes contact details and agreement that tutor may make contact if required for further confirmation.
- **reflective summary** is completed as instructed in the Final Reflective Summary form (at the end of this document)
- approach student is developing indicates awareness and engagement with practice aligned with cultural competency, being strength-based, holistic safety, ethical and best practice principles as would be appropriate for their context
- adherence to *Code of Ethics in Youth Work in Aotearoa New Zealand*.

Note: if the supervisor, mentor, manager, more experienced colleague or similar who initially agreed to meet with student is unable to meet their commitment for circumstances outside of the student's control, an alternative option may be used at the discretion of the tutor.

Accept any answer that at a minimum meets the criteria and is appropriate for current youth work in Aotearoa New Zealand.

# Feedback form

At various points in Module 5, you need to get feedback from the young people you are working with to help inform the personal reflections in your journal entries and your response to Question 2 of the Final Reflective Summary. This form is provided as a template that you may use and adapt to suit your purposes. For example, change wording to make questions and options specific to a particular activity, session or series of events, etc. Or change the questions to get information that provides more meaningful feedback. You may delete anything in the form you do not need. Change the form to suit your needs. You may also prefer to create your own feedback form or use one already in use at your organisation that is more suitable. You may choose to follow up with a discussion about the results for even insight.

**Note: The form on the next page shows ONE double-sided page of possible feedback questions. And the following page has some other options, if you needed different questions.**

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## What do you think?

Hi. I would really like to know what you think of what we are doing. Anything you want to tell me is useful as it helps us to do a better job for you!

Please be honest. You do NOT have to write your name unless you want to.

How much did you enjoy the [name of activity, session, etc.]?

- Best thing I ever did here.
- It was fun and I liked it a lot.
- It was okay. I liked some of it.
- Not that much fun for me.
- I hated it so much. Never again!

What bit did you like the most?

Is there anything we can do to make it a better experience for you?

How much did you learn from the [name of activity, session, etc.]?

- It was very interesting; I learned a lot.
- It was okay. But I didn't learn many useful things.
- Not much. It was too easy because I already know it.
- Not much. It was too hard. Everything went too fast.
- I hated everything and did not learn anything.

What was the best thing you learned?

What could we change to make the learning better?

Which sentences do you agree with? *[Example sentences – please replace with any that you wish; more examples are on the next page.]*

- I know what to do and understand the instructions.
- I feel more confident now than before.
- I feel like coming here is a good use of my time.
- We get enough time to think or talk or to practice things.
- I feel like I am an important member of the group.
- I feel safe and happy when I come here.
- I feel like I can be myself here.
- I feel like being here helps me to learn more about myself.
- I feel like being here helps me to behave better.
- I am better at thinking about other people now.
- I make better choices now than before.

Choose one sentence you  (tick) and tell me more or give an example.

Choose one sentence you did NOT tick and tell me more or give an example.

## More Feedback examples:

*Here are some more examples of questions you could ask as part of a feedback form, activity or discussion questions. You may like to cut and paste into a feedback form if you wish.*

If you could change one thing about what we do here, what would it be?

What is one thing we do you never want us to change?

If you could give me one piece of advice, what would it be?

What is one thing you like about yourself? Do you get the chance to show that side of you when you come here?

How much did you learn from the [name of activity, session, etc.]?

- It was so good. It might change my life.
- It was very interesting; I learned a lot.
- I learned something new that is helpful.
- It was okay. But I didn't learn many useful things.
- Not much. I feel like it was a waste of time.
- Not much. It was too easy because I already know it.
- Not much. It was too hard. Everything went too fast.
- I hated everything and did not learn anything.



*Example statements that can also be a useful starting point for a feedback activity or discussion (with a group or one-on-one) to learn more about the participants' perspectives on the activities or sessions and what they are learning, especially as it relates to themselves, other people and life skills.*

Which sentences do you agree with?

- I like the order we do things in.
- I know what to do and understand the instructions.
- I feel like I am learning new things.
- I feel more confident now than before.
- I feel like coming here is a good use of my time.
- Being here is valuable for my future.
- When there is new information or a new skill I understand because you explain it well or show it clearly.
- We get enough time to think or talk or to practice things.
- I like the people in the group. They are good people.
- I feel like I am an important member of the group.
- I make good friends here. I like being together with them.
- I feel like we all spend our time together well.
- I feel safe and happy when I come here.
- I feel people here respect me.
- I feel like I can be myself here.
- I feel like I understand myself better these days.
- I feel like being here helps me to learn more about myself.
- I am learning a lot about my feelings and relationships with other people.
- I feel like being here helps me to behave better.
- These days I have better control over my thinking and feeling.
- I am better at thinking about other people now.
- When I think about the other person's point of view, I feel better about them and myself.
- I feel like I have better relationships with other people these days.
- I feel like a better person these days.
- I feel like I can talk with other people better now, even people I find difficult to get along with.
- I can get on with lots of different people.
- I make better choices now than before.

# Final Reflective Summary

Please submit evidence of **six** journal entries that you completed during this module.

Please include **two** statements from a supervisor, mentor, manager, more experienced colleague or similar that they met with you at least **three** times over the course of Module 5 to discuss the development of your approach.

Instruction for the **first** statement is included with Journal Entry 1. You may include it here.

Date	
Name Role / position	<i>Please include name, role or position and organisation.</i>
Contact information	<i>Please include contact information. Assessor or tutor may contact you to confirm meetings occurred.</i>
Statement (Sample statement: please adapt to suit your context)	<p>[Name] has talked with me about the project they facilitate for this part of their Youth Development qualification. I have agreed to meet with them at least three times over the next 15 weeks to talk about the approach they are developing to working with young people.</p> <p>I am happy for the tutor or assessor of their programme of study to contact me to confirm the meetings took place. I understand the content of what we discuss can be confidential, so if I am contacted it will only be to confirm the meetings occurred.</p> <p>I also understand that [Name] does have to submit written work on the development of their approach. This may include content discussed at our meetings. If I do not want particular information included in this written work, I will say so at the time.</p>

**Second** statement include here with Final Reflection Summary.

Date	
Statement (Please adapt to suit your context)	I confirm that I meet with [Name] a minimum of <b>three</b> times to discuss the development of their approach. I agree that they are in the process of developing an approach to youth work practice and mentoring that aligns with best practice and the <i>Code of Ethics for Youth Work in Aotearoa New Zealand</i> .
Comments (optional)	

If for some reason the person who makes the second statement is different to the first, please complete the following:

Date	
Name Role / position	I am [Name] [role or position] at [organisation or similar].
Contact information	<i>Please include contact information. Assessor or tutor may contact you to confirm meetings occurred.</i>
Statement (Sample statement: please adapt to suit your context)	<p>[Name] has asked me to make this statement as due to circumstances beyond their control the person who made the first statement was unable to continue with this commitment.</p> <p>[Name] has explained the project they have to facilitate for this part of their Youth Development qualification.</p> <p>I confirm that I meet with [Name] [Number] times to discuss the development of their approach on the following date/s: [Date/s of meeting]</p> <p>I agree that they are in the process of developing an approach to youth work practice and mentoring that aligns with best practice and the <i>Code of Ethics for Youth Work in Aotearoa New Zealand</i>.</p> <p>I am happy for the tutor or assessor of their programme of study to contact me to confirm the meeting/s took place. I understand the content of what we discuss can be confidential, so if I am contacted it will only be to confirm the meeting/s occurred.</p> <p>I also understand that [Name] does have to submit written work on the development of their approach. This may include content discussed at our meeting/s. If I do not want certain information shared during the meeting to be included in this written work, I will say so at the time.</p>

Please review your journal entries and think back over Module 5. Complete the Final Reflective Review by answering these questions.

### Question 1: Meetings to discuss my approach

At least **three** times during Module 5 you met with a Supervisor, Mentor, Manager, more experienced colleague, or similar to discuss the development of your approach.

1.	Please explain why you selected this person and what you hoped to learn from them?
2.	Select <b>one</b> of these meetings. Explain how this conversation influenced the way you thought about or did something as part of your work with young people.

### Question 2: Feedback

From time to time during Module 5 you asked young people to give you feedback.

1.	Please explain <b>one</b> significant thing you learned about yourself or your approach to youth work from this feedback?
2.	What is <b>one</b> change you made to your practice or approach because of this feedback?
3.	What was <b>one</b> positive thing this feedback help to confirm that you are doing well?

### Question 3: Strength-based approach

1.	Please give <b>one</b> example during this Module of how you have implemented a strength-based approach into your work or relationships with young people.
2.	For the young people you work with, what is the main benefit of a strength-based approach?

### Question 4: Best practice principles

1.	Please identify <b>one</b> best practice principle you are trying to integrate more into your practice. And, please give <b>one</b> example of something you did to try and achieve this.
2.	<b>What was the result?</b> Did it go well?
3.	Please select <b>one</b> principle from the Youth Strategy Document. Give <b>one</b> example of how you incorporated this principle into your youth work practice during this Module.

## Question 5: Safety and risk management

1.	Please give <b>one</b> example of something you did well in terms of safety and risk management while working with young people during Module 5.
2.	Please give <b>one</b> example of something you could improve on in relation to holistic safety and risk management in your practice?

## Question 6: Reflection on developing my approach

Reading back over your journal entries ...

1.	What for you, what was the most interesting insight into the approach you are developing to youth work?
2.	If there was <b>one</b> piece of advice you could have given yourself at the beginning of this Module what would it be?