



Hands on.
Minds
opened.



J A JobSpark[®] 2018

Teacher Guide Lesson Plans & Materials

When our young people know
where they are going, we all advance.

Never underestimate the power
unleashed by a single spark!

Junior Achievement of Central Indiana Mission

Junior Achievement (JA) of Central Indiana empowers young people to own their future success. Junior Achievement educates young people in the areas of career exploration, work readiness, entrepreneurship, financial literacy and philanthropy through hands-on, experiential learning opportunities for children in Preschool through High School.

Junior Achievement of Central Indiana is fully committed to the following core values:

- Belief in the boundless potential of young people
- Commitment to the principles of market-based economics and entrepreneurship
- Passion for what we do and honesty, integrity and excellence in how we do it
- Respect for the talents, creativity, perspectives and backgrounds of all individuals
- Belief in the power of partnership and collaboration
- Conviction in the educational and motivational impact of relevant, hands-on learning

JA JobSpark Overview

JA JobSpark is a Junior Achievement program that combines classroom learning with a hands-on career expo for 8th grade students. A coalition of educators and industry leaders, led by Junior Achievement of Central Indiana, implements the program. At the center of the work is a career expo that is massive, measured both in square feet and impact. JA JobSpark is a part of Junior Achievement's career-readiness curriculum that has been delivered to many of the students throughout their academic experience, beginning in elementary school. The curriculum and the JA JobSpark career expo are meant to “spark” an interest in students and get them excited for their future.

Upon completion of the curriculum, students will have real insights into the industries that interest them, the skills needed and the education required. At the expo students have the opportunity to interact with professionals from eight industry clusters and utilize actual equipment through hands-on activities. JA JobSpark introduces students to a variety of professions and industries allowing them to better understand what it takes to get a job and develop a career. When a student has a real idea of what he or she wants to do after high school, that student is much more likely to stay in school and graduate. When graduates enter their next phase prepared and motivated—be it college, skilled trade, or national service—Indiana schools pay less to remediate and Indiana employers can draw from a larger pool of workers ready to contribute from day one.

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Introduction

The activities included in this curriculum are designed to help you and your students prepare for JA JobSpark. The curriculum consists of four required sessions, (three before and one after JA JobSpark) and two optional Enhanced Learning Opportunities. The optional sessions should be delivered if schools are able to incorporate the additional sessions into the school schedule. With a wide variety of industry representation at JA JobSpark, the students' preparation is key to the day's success. The work they do in the classroom will prepare them for the conversations they will experience at JA JobSpark. JA JobSpark is at the Indiana State Fairgrounds on September 25th and 26th, 2018. The final required session takes place after JA JobSpark. Each of the classroom sessions are designed to take approximately 30 minutes to complete. Additionally, each session includes extra activities to cover if you have more time. It is also important to note that each session references the corresponding Indiana Standards.

Throughout the curriculum, teachers should reinforce how English/language arts, mathematics, social studies, science and work-readiness skills are used every day at work. Emphasis should also be placed on the role of teamwork at school and on the job. Additionally, teachers should highlight the goal of lifelong learning and its importance to continued success in the workplace.

This curriculum includes additional ways to continue the conversation and incorporate career planning and exploration throughout the year. **The JA JobSpark program does not need to end after the last session in this curriculum.** The conversation can continue and the final section of this curriculum contains additional ways for schools to engage and continue the conversation with students.

JA JobSpark Goals

Through hands-on classroom activities and participation in the interactive JA JobSpark career expo, the following topics will be discussed:

- Career research and preparation;
- Self-awareness and career assessment;
- Professionalism in the workplace; and
- Goal setting & academic career planning.

Session One: JA JobSpark Introduction and Career Assessment

Overview:

Students will be introduced to JA JobSpark and complete an online career assessment (Indiana Career Explorer or Naviance) to identify their skills and interests and how to apply them to a career plan. After completing the assessment, students will have time to review their individual results and talk through the categories with their teacher and classmates. The results of the career assessment will help prepare students for Session Two when students will further explore the results.

Objectives:

- Students will be introduced to the JA JobSpark program.
- Students will complete a career assessment and review assessment results.
- Students will explore and identify their skills and interests and how to apply them to a career plan.

Notes:

Preparation:

1. Review JA JobSpark curriculum and website (www.jajobspark.org) so you can provide students with an introduction to the JA JobSpark program.
2. Check with your school administrator and determine if you have a school permission slip and media release to use or if you will use 1D: Permission Slip and Media Release.
3. Identify your school's preferred online career assessment tool (Indiana Career Explorer or Naviance are recommended, **choose only one**); ensure that you have any necessary log-in materials so that students can create and/or access their accounts.
4. If needed, reserve computers or computer lab for the assessment.
5. Practice the registration process for Indiana Career Explorer or Naviance to ensure that you can help students register and access the assessments.
6. Take the selected assessment to ensure you understand the functionality and can assist your students.

Materials:

- Access to your school's preferred online career assessment (Indiana Career Explorer or Naviance)
- Access to computers and the internet (one computer/student)
- 1A: Indiana Career Explorer Career Assessment Instructions or 1B: Naviance Career Assessment Instructions
- 1C: Career Assessment Reflection
- 1D: Permission Slip and Media Release

Note: A Spanish version of 1D can be found on www.jajobspark.org in the Educator section.

- Pencils or pens
- JA JobSpark Mobile App

Key Words and Concepts:

Self-Awareness: To recognize the special qualities you possess, including your skills, interests and priorities.

Interests: A person's preferred activities or hobbies.

Skills: A person's talents or abilities.

<p>Resources:</p> <ul style="list-style-type: none"> • www.jajobspark.org • www.indianacareerexplorer.com • www.naviance.com 	<p>Notes:</p>
<p>Instructional Outline and Activities:</p> <p>This lesson is designed for a 30-minute class period.</p> <p><u>JA JobSpark Introduction (5 minutes).</u></p> <ul style="list-style-type: none"> • During the introduction explain to the students that they will be participating in JA JobSpark. The program is presented by Junior Achievement of Central Indiana, an organization that empowers young people to own their future success. • Share that JA JobSpark introduces students to various career opportunities and the variety of jobs available to them. • Provide an overview of the sessions and the JA JobSpark Career Expo. Share with students your personal experience about the JA JobSpark Expo and how exciting, fun and interesting it is. • Begin to introduce key words and concepts: Self Awareness, Interests, and Skills. • Distribute Permission Slip and Media Release to students and indicate when they need to return them to be able to participate in JA JobSpark. • Ask students to download the free JA JobSpark app to be prepared for session 3. <p><u>Career Assessment (20 minutes).</u></p> <ul style="list-style-type: none"> • Introduce the selected career assessment and assist students with logging in and completing the assessment. • Walk around the room and help answer questions from students about vocabulary, functionality or any other questions about the assessment. Ensure students complete the assessment. • Follow the instructions for documenting or printing the results. <p><u>Discussion of Results (5 minutes).</u></p> <ul style="list-style-type: none"> • Have students complete 1C: Career Assessment Reflection noting their top three career clusters and answering the corresponding questions. 	
<p>Indiana Standards:</p> <p>Career Development Competency 1.2, 1.3, 2.1, Exploring College & Careers 2.4, Work-Based Learning 1.1, 1.4, 8.W.1, 8.W.6.1</p>	
<p>Do you have more than 30 minutes?</p> <p><u>Five More Minutes</u></p> <ul style="list-style-type: none"> • Share your career assessment results and your reaction to them. Were you surprised? Do they align with your current career? Do they align with anything that you thought about doing when you were younger? <p><u>Ten More Minutes</u></p> <ul style="list-style-type: none"> • Have students share their results and their responses to their results. <p><u>Any Amount of Additional Time</u></p> <ul style="list-style-type: none"> • Allow students additional time to complete and review the feedback from their assessment. 	

PLEASE COMPLETE ONLY ONE CAREER ASSESSMENT (1A OR 1B)

1A: Indiana Career Explorer Career Assessment Instructions

Registration:

1. Go to www.IndianaCareerExplorer.com and click “**Create an Account**” in the upper right corner of the page.
2. On the Create a New Account page, select I am “**a junior high or high school student**”. Click the “**Next Steps**” button.
3. Select “**I need to create an account**” and “**I am a student**” then complete the Step 1 required fields. Select your current grade level and your high school graduation year. Enter your school name in the Site, Center, or Organization field. After identifying your school name click “**Next Step**”
4. Complete Step 2 of the registration process by entering your first name, last name, your ZIP Code, Birth Date, Gender and email address or phone number. Click “**Next Step**”
5. Complete Step 3 of the registration process by entering a Desired Username, Password, Confirm Password, select a Security Question and enter a Security Answer.

Write down your username and password in the space provided for future reference.

Username: _____ Password: _____

6. Complete Step 4 by indicating if you are Hispanic or Latino and your race. Read the terms and conditions. If you agree to them, check the box next to “**I have read and agree to the terms and conditions of use.**”

Indiana Career Explorer Home Page:

Once you have created your account, you will be directed to your Indiana Career Explorer home page to access the system’s tools and resources. Your home page also provides a link to your checklist, job search tools, recommended links and account information.

Taking an Assessment

The first step in the educational and career planning process is learning about yourself. Click on and complete the “**Kuder Career Interests Assessment.**” Next, complete the “**Kuder Skills Confidence Assessment.**” Once you complete the assessments, use your results and other available tools to support your ongoing education and career exploration and planning.

Logging In

To reenter your account, go to www.IndianaCareerExplorer.com and click “**Sign In**” in the top right corner. Sign in using your username and password.

1B: Naviance Career Assessment Instructions

PLEASE COMPLETE ONLY ONE CAREER ASSESSMENT (1A OR 1B)

1. Go to www.naviance.com
2. Click "**Sign-in**", in the top right corner of the screen. Then click "**Students and Families**" in the drop down option.
3. Enter the ZIP Code of your school and click the search icon.
4. In the list of results, click the name of your school. You will be directed to your school's welcome page.
5. Enter your username and password and click "**Log-In**".
6. If you have not registered before, click the "**I need to register**" link in the top right corner of the page and ask your teacher or guidance counselor for your username and password.
7. Once you have logged in, please go to the:
 - Careers tab at the top of the page
 - Go to what are my Interests, click on "**Do What You Are**" and then start the assessment (if this is an available option at your school).
 - This test will help you determine your personality type and what potential careers match with your personality.
 - Go to Careers
 - Take the "**Career Interest Profiler**". This assessment will help you determine what your skills, abilities, and interests are and match you with potential careers and/or possible majors in college.
 - Go to Careers
 - Take the "**Cluster Finder**"
 - This assessment will combine your activities, school subjects and personal qualities and match you with potential careers/majors in college. Add careers and career clusters to your list (careers > explore careers and clusters).
8. After you finish all of the career assessments you can then click on different careers that you match up with and begin researching them.

1C: Career Assessment Reflection

My top 3 career pathways/career clusters were...

My reaction to these results is...

Based on these results, I have these questions...

Session Two: Career Clusters

1D: Permission Slip and Media Release | September 25, 2018

Students are invited to participate in JA JobSpark with more than 130 industry partners providing essential career information. Students will learn about opportunities in:

Advanced Manufacturing, Engineering & Logistics // Agriculture, Food & Natural Resources
 Architecture, Engineering & Construction // Business & Finance // Government, Law & Public Service
 Health & Life Sciences // Hospitality & Tourism // Technology

(Note: Downloadable version of the permission slip/media release is available on www.jajobspark.org)

JA JobSpark PERMISSION SLIP/MEDIA RELEASE

Tuesday, September 25, 2018

Indiana State Fairgrounds

1202 East 38th Street | Indianapolis, IN 46205

www.jajobspark.org

Parents/Guardians: Please sign the form below so your child may participate in JA JobSpark.

**A signed form functions as permission for your child to be included in event photos/communications.*

Student Name: _____

School Name: _____ Teacher: _____

<p><i>(Student's Name Here)</i> _____ has my permission to attend JA JobSpark on Tuesday, September 25, 2018, at the Indiana State Fairgrounds.</p>		
Parent/Guardian Name: <i>(PRINT)</i>	Parent/Guardian Signature:	Date:
Emergency Contact Name:	Emergency Contact Phone:	
<p>Student Agreement: By signing this form, I am agreeing to the below guidelines. I agree to:</p> <ul style="list-style-type: none"> • Follow school rules for field trip participation. • Follow appropriate school dress code. • Participate in the learning activities and engage in dialogue (ask questions) of Industry Professionals. • Use respectful communication that is professional in both language and tone and that reflects positively on me and the school I am representing. • Thank the Industry Partners I spoke with for their time. • Download the JA JobSpark APP and discuss my career pathways with my parent/guardian. 		
Student Name: <i>(PRINT)</i>	Student Signature:	

1D: Permission Slip and Media Release | September 26, 2018

Students are invited to participate in JA JobSpark with more than 130 industry partners providing essential career information. Students will learn about opportunities in:

- Advanced Manufacturing, Engineering & Logistics // Agriculture, Food & Natural Resources
- Architecture, Engineering & Construction // Business & Finance // Government, Law & Public Service
- Health & Life Sciences // Hospitality & Tourism // Technology

(Note: Downloadable version of the permission slip/media release is available on www.jajobspark.org)

JA JobSpark PERMISSION SLIP/MEDIA RELEASE

Wednesday, September 26, 2018
 Indiana State Fairgrounds
 1202 East 38th Street | Indianapolis, IN 46205
www.jajobspark.org

Parents/Guardians: Please sign the form below so your child may participate in JA JobSpark.

**A signed form functions as permission for your child to be included in event photos/communications.*

Student Name: _____

School Name: _____ Teacher: _____

<p style="text-align: center;"><i>(Student's Name Here)</i> _____ has my permission to attend JA JobSpark on Wednesday, September 26, 2018, at the Indiana State Fairgrounds.</p>		
Parent/Guardian Name: <i>(PRINT)</i>	Parent/Guardian Signature:	Date:
Emergency Contact Name:	Emergency Contact Phone:	
<p>Student Agreement: By signing this form, I am agreeing to the below guidelines. I agree to:</p> <ul style="list-style-type: none"> Follow school rules for field trip participation. Follow appropriate school dress code. Participate in the learning activities and engage in dialogue (ask questions) of Industry Professionals. Use respectful communication that is professional in both language and tone and that reflects positively on me and the school I am representing. Thank the Industry Partners I spoke with for their time. Download the JA JobSpark APP and discuss my career pathways with my parent/guardian. 		
Student Name: <i>(PRINT)</i>	Student Signature:	

Overview:

Students will learn more about career clusters and complete a matching activity. As a result of this session the students will have a better idea of their personal goals and interests. Students will also learn more about the career clusters that will be at JA JobSpark.

Objectives:

- Students will be able to recognize career clusters and identify those that match their skills and interests.
- Students will have a better understanding of their career interests, skills and work priorities.
- Students will be aware of the career clusters that will be at JA JobSpark.

Preparation:

1. Review the session including instructions for the Career Cluster Matching Activity. Follow the instructions and prepare the materials for the Career Cluster Matching Activity.
 - * To save time in the classroom, career cluster sheets can be separated ahead of time. Keep each set of 16 together and group by the three colors. You may choose to give these sheets to the students to separate before they begin the exercise.
 - * Refer to the example included in this curriculum as your answer key.
2. Review the included JA JobSpark Career Clusters document that identifies the eight career clusters that will be present at the JA JobSpark Career Expo.
3. Identify those that may be of most interest to students based on their career assessment results.
4. Review the session including instructions for the Career Cluster Activity. Follow the instructions and prepare the materials for the Career Cluster Activity.
5. Refer to the example included in this curriculum as your answer key.

Notes:**Materials:**

- One set of Career Cluster Cards are needed for each pair or small group of students
- 2A: Career Cluster Answer Key (for the teacher only)
- 2B: JA JobSpark Career Clusters
- Pencils or pens

Resources:

- For more information about career clusters and local in-demand jobs, visit www.indemandjobs.com and www.bls.gov/k12/students.htm

Instructional Outline and Activities:

This lesson is designed for a 30-minute period.

Career Cluster Introduction (5 minutes)

- Tell students that during JA JobSpark, they will be introduced to many **career clusters** and will learn about the various jobs related to each. Today the class

Key Words and Concepts:

Career Cluster: A grouping of jobs and industries related to skills and products.

will explore the 16 career clusters and how they relate to the 8 career clusters that JA JobSpark will feature.

- The students will start with a matching activity that requires them to sort and match career cluster titles, career cluster descriptions and career cluster job examples. After correctly matching the cards, the students will identify the clusters that are of most interest to them.
- Next we will look at the eight career clusters that will be present at JA JobSpark and identify the connection between your results in the matching activity and the JA JobSpark clusters.

Career Cluster Matching Activity (15 minutes)

- Organize the students into pairs or small groups and distribute one set of career cluster cards to each group.
- Ask students to separate cards (if not prepared ahead of time) into three categories according to color.
- Ask each group to shuffle their three piles of cards. Then match the correct title, job description and job examples. Allow students 7-10 minutes to shuffle and categorize the cards.
- Review the correct matches with students. Ask each student to write down the clusters that they would like to learn more about.

Career Cluster Discussion (10 minutes)

- Ask the students to look at the JA JobSpark Career Clusters handout in their student workbook. After reading through 2B: JA JobSpark Career Clusters have the students mark the three clusters that they are most interested in visiting at JA JobSpark and circle their top industry (their top career choice within this industry will be needed later for their passport).
- Facilitate a discussion with students on the results of their matching activity and the career clusters they are interested in visiting at JA JobSpark. Questions could include:
 - * Are the top clusters you identified in the matching activity going to be present at JA JobSpark?
 - * Do your interests match the results of your Career Assessment?
 - * Are there clusters you identified in the matching activity that are of interest to you, but you don't see listed in the JA JobSpark Career Clusters? If so, which of the JA JobSpark Career Clusters may overlap or be similar?

Indiana Standards:

WBL -1.1, WBL 1.2, WBL 1.3, ECC 2.4, ECC 2.5, LD 1.3

Do you have more than 30 minutes?

Five More Minutes

- Spend more time with the students discussing the results of the career cluster matching activity.
- Ask all students to share the career clusters and job titles that they are most interested in with the class.

Any Amount of Additional Time

- Allow for further discussion and sharing of results of the career cluster matching activity with the student career assessment results.

Other:

2A: Career Cluster Cards Answer Key

Health Science	Careers for those who provide and manage therapeutic services, diagnostic services, health information, support services and biotechnology research.	Emergency Medical Technician (EMT) Home Health Aide Nutritionist	Transportation, Distribution & Logistics	Careers related to the movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services.	Aviation Inspector Environmental Scientist/Specialist Heavy Truck Driver
Government & Public Administration	Professionals who plan and execute government functions at the local, state and federal levels, including national security, foreign service, planning, revenue and taxation and regulations.	Ambassador Military Officer Tax Attorney	Science, Technology, Engineering & Mathematics (STEM)	Professionals who manage and conduct scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services and research and development services.	Aerospace Engineer Marine Scientist Radio/TV Broadcast Technician
Finance	Professionals who provide services for financial and investment planning, banking, insurance and business financial management.	Actuary Loan Officer Tax Preparer	Marketing & Sales	Careers related to marketing activities for an organization, such as brand management, professional sales, merchandising, marketing communications and market research.	Art/Graphics Director Entrepreneur Sales Executive
Education & Training	Careers related to all aspects of education, training and learning-support services, such as administration and professional support services.	Coach Social Worker Teacher	Manufacturing	Professionals who process materials into products and related professional and technical support activities.	Assembler Plumber/Pipe Fitter/Steam Fitter Quality Control Technician
Business Management & Administration	Careers for those who plan, organize, lead and evaluate functions for running a business.	Accountant HR Manager Sports/Entertainment Manager	Law, Public Safety, Corrections & Security	Professionals who provide or manage legal services, public safety, protective services and homeland security, including professional and technical support services.	Attorney Hazardous Materials Responder Park Ranger
Arts, Audio/Video Technology & Communication	Professionals who design, produce, exhibit, perform, write and publish multimedia content, such as within the arts, journalism and entertainment.	Actor Animator Desktop Publishing Specialist	Information Technology (IT)	Careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.	2D/3D Artist Database Administrator Webmaster
Architecture & Construction	Careers for those who design, plan, manage, build and maintain structures.	Architect Electrician Surveyor	Human Services	Careers related to families and human needs, such as counseling and mental health services, community services, personal care and consumer services.	Cosmetologist Insurance Representative Licensed Professional Counselor
Agriculture, Food & Natural Resources	Careers related to all aspects of agricultural products and resources, including plant and animal products and resources.	Farmer/Rancher Veterinarian Water Quality Manager	Hospitality & Tourism	Professionals who assist people with their recreational and entertainment needs in the restaurant industry, food/beverage services, lodging, travel and tourism and amusement and attractions industries.	Food Service Manager Pastry/Specialty Chef Tour/Travel Coordinator

2B: JA JobSpark Career Clusters



Advanced Manufacturing, Engineering & Logistics

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. Planning, management and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.



Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture and other plant and animal products/resources.



Architecture, Engineering & Construction

Careers in designing, planning, managing, building and maintaining the built environment.



Business & Finance

Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business management and administration career opportunities are available in every sector of the economy. Planning, services for financial and investment planning, banking, insurance and business financial management.



Government, Law & Public Service

Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; management and administration at the local, state and federal levels. Planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.



Health & Life Sciences

Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.



Hospitality & Tourism

Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. Designing, producing, exhibiting, performing, writing and publishing visual and performing arts and entertainment services.



Technology

Building linkages in IT occupations framework: for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Enhanced Learning Session A: Networking and Elevator Pitch

<p>Overview:</p> <p>This session is the first of two optional sessions and is approximately 30 minutes in length. This session provides additional activities to help students prepare for JA JobSpark. In these activities, students will be introduced to the concepts of networking and making an elevator pitch.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will develop their own personal brand and recognize the importance of it in networking. 	<p>Notes:</p>
<p>Preparation:</p> <p>1. Think about your own experiences with networking and making an “elevator pitch” so that you are prepared to share this with your class.</p>	
<p>Instructional Outline and Activities:</p> <p><i>This lesson is designed for a 30-minute period.</i></p> <p><u>Introduce the concept of networking and elevator pitches (7-10 minutes)</u></p> <ul style="list-style-type: none"> • Research shows that networking is the most common way that people find a job. Explain to students that networking is a way of letting people you know, such as friends, family members and neighbors, that you are looking for a job. Networking also includes cultivating relationships with others who have common career interests. Share personal experiences of times when you or family and friends have used networking to obtain a job or make a connection. • Explain to the students that although they may not currently be looking for a job they can use networking for career exploration. Students can inform friends and family of their career interests and see if they have any connections they could introduce the student to for more information. This also could apply to researching colleges and connecting with current students or graduates. • Explain to the students that they should have an elevator pitch prepared in case a networking opportunity arises. An elevator pitch is a brief overview of what you are good at, what you really enjoy and what you want to do. It is used to promote yourself. <p><u>Networking and Elevator Pitch Activity (15 - 20 minutes)</u></p> <ul style="list-style-type: none"> • Break the students into small groups to brainstorm lists of people they can network with about career and college exploration. Remind students to consider family, friends, teachers, neighbors and others that may be able to help them. 	
<p>Key Words and Concepts:</p> <p><u>Networking:</u> Building relationships with others who can help you find a job and be successful in your work.</p> <p><u>Elevator Pitch:</u> A brief, high-energy presentation used by companies and individuals to promote their products and themselves.</p>	

- While in small groups, students should work on developing their elevator pitch. Direct students to discuss the elevator pitches in small groups, write down their elevator pitches and then deliver the elevator pitch within their group. Remind students that talking about their skills and interests may not come naturally so writing an elevator pitch and practicing it is one way to make it more comfortable and increase the success of networking. Reinforce that this is an opportunity for students to practice how they present themselves and talk with the volunteers and industry representatives at the JA JobSpark Career Expo.
- Ask for volunteers of students willing to deliver their elevator pitch in front of the class.

Notes:**Indiana Standards:**

LD 1.3, LD 1.5, 8SL.1, 8.SL.2.1, 8.W.1, 8.SL.4.1, ECC 5.0

Do you have more than 30 minutes?Any Amount of Additional Time

- Have all students share their elevator pitch. Encourage students to coach each other on ways to improve the elevator pitches. Record delivery on phones or tablets, so that students can watch themselves to see how they sound and look when delivering the elevator pitch.

Other:

Enhanced Learning Opportunity A: Crafting the Elevator Pitch

NAME: _____

It's important to think about what you want to say before you deliver your elevator pitch. Use the space below to brainstorm answers to the following questions to prepare some possible ideas for your elevator pitch.

Tell me more about yourself:

What matters to you? _____

What are you good at? _____

What do you have to offer to a potential employer? _____

What interests you? _____

What do you want to be remembered for doing? _____

If you asked a friend, how would he or she describe you? _____

What is one thing people should know about you? _____

Tell me about your dream job:

What types of things are you doing? _____

Where are you working? _____

Who or what are you working with? _____

What is the job title? _____

Using your responses to some of the questions above, pretend that a friend's parent has offered to talk to you about career opportunities. Use the space below to craft the elevator pitch that you would share with them. Remember to include the following information: Your name, what your dream job is and why it is your dream job, and skills or interests that you have that will contribute to your success in the job.

Enhanced Learning Session B: Personal Image (supplemental)

<p>Overview:</p> <p>In this supplemental session, students will be introduced to the concept of building and maintaining a personal image and have the opportunity to identify what they want their personal image to be.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Students will learn and demonstrate self-awareness of their strengths. • Students will learn how brand and personal images are created. • Students will have the opportunity to identify what they want their personal brand to be. 	<p>Notes:</p>
<p>Preparation:</p> <ol style="list-style-type: none"> 1. Create signs that say STRONG and NEEDS IMPROVEMENT (or identify other means to identify spaces). 2. Think about your own personal brand and areas of strength and areas that need improvement. Be prepared to share examples with students. 3. Identify potential social media sites to visit with your students (authors, athletes, performers, and/or leaders that the students will recognize). Visit and review their social media sites to ensure that the content is appropriate to share with students. 	
<p>Materials:</p> <ul style="list-style-type: none"> • Enhanced Learning Opportunity B: Personal Image and Workplace Scenarios • Access to computers and the internet 	
<p>Instructional Outline and Activities:</p> <p><i>This lesson is designed for a 30-minute period.</i></p> <p><u>Introduce idea of a personal image (5 minutes)</u></p> <ul style="list-style-type: none"> • Ask students to think of any major business or organization and you also probably will think of its brand-not just its name, logo, motto and other marketing factors. You might be thinking about how it does business and treats customers. Do you trust the company and its product? Do you think the product or service is high quality and/ or reasonably priced? Does the company stand behind what it sells? Every good company tries to positively influence the way customers feel about its brand, product or service. (Examples of some companies that you may ask about are Apple, Nike, the Colts.) • Just as companies and products have brands and images, people have personal images. Share with students the need for an employee to make sure that their personal image is a good fit with and matches the company's 	<p>Key Words and Concepts:</p> <p><u>Personal Image:</u> The personal expression of who you are and what makes you unique.</p> <p><u>Self-Assessment:</u> To recognize the special qualities you possess, including your skills, interests and priorities.</p> <p><u>Soft Skills:</u> Personal attributes and abilities not directly tied to a specific job title but which are needed in most jobs.</p> <p><u>Technical Skills:</u> The abilities and knowledge used in a specific profession.</p>

image. Companies will want to make sure that your personal image and their company image are compatible.

- Remind students that just like a business's brand and image, personal images are built slowly over time and if damaged are difficult to rebuild.

Personal Image Exercise (10 minutes)

- Designate one wall of the classroom with the word Strong and the opposite wall as Needs Improvement.
- Introduce key words and concepts. Explain to students the difference between **Technical Skills** and **Soft Skills** and provide examples of each type of skill. Clarify that the activity will focus on soft skills.
- Tell the students that you will read a soft skill that is needed in the workplace. Students will consider whether they are generally strong at that skill or if they need improvement before they enter the world of work.
 - * They will move to the side of the room that most closely matches their assessment of themselves. They cannot stay in the middle. They have to commit to one side or the other.
 - * Following this exercise, read a workplace scenario related to a soft skill (examples listed in the Personal Image and Workplace Scenarios). Have students consider whether their **self-assessment** changes based on that specific skill. They should move to the other side of the room if it does.
 - * Allow students to justify their choices.
- Work through additional soft skills and scenarios as time permits.

Managing Personal Image and Social Media (15 minutes)

- Social Media provides opportunities for us to stay in touch with friends, learn what our favorite athletes, performers, authors and leaders are doing and share what we are doing with others. It also contributes to your personal image. Each time you post something on a social media site it is contributing to your image.
- As a class, visit the social media site of some prominent leaders that the students will know. Review some of the posts and discuss the impression that they leave with the students.
- Remind students that they should not have posts that complain about jobs/school, teachers/bosses, share confidential information or include inappropriate photos of themselves or others. Share that employers can potentially search for information about you before making a hiring decision.
- Have students identify what impression they would want their social media sites to see if a future employer looked at them. How can they build this personal image through their social media sites?

Indiana Standards:

LD -1.2, LD-3.2, WBL - 3.2, 8.ML.1

Do you have more than 30 minutes?

Any Amount of Additional Time

- Ask students "what does someone think of when they hear your name?" or "What is one word that describes you?" Is it positive, negative and is it something that can be improved? Have students make a list of their strengths and soft skills to work on improving. Share examples: being on time/late, getting along with others/getting into fights, completing work on time/turning homework in late, etc.
- What are other examples?

Other:

Enhanced Learning Opportunity B: Personal Image and Workplace Scenarios

Responsibility | *I take personal responsibility for my actions.*

One hour before I am scheduled to be at work, my ride cancels on me. I am responsible to find a way to work, even if it is inconvenient or uncomfortable for me.

Perseverance | *I can persevere (stay the course) even when conditions are unpleasant.*

I was up for a promotion. I believe I was the best candidate, but my company gave the promotion to someone else. I can persevere and still keep a positive attitude and do my job well.

Initiative | *I take initiative when necessary without being told by others.*

I was given four hours to complete a task at work. I was almost done after two hours when a coworker told me to slow down or the boss would just give me more work. I took the initiative to finish up that task early and then took care of other work that needed to be done.

Leadership | *I can demonstrate leadership when it is needed.*

My coworkers were loudly complaining about work and gossiping about other coworkers while customers were nearby. I persuaded them to talk about a more positive subject and lower the volume of their conversation.

Session Three: Preparing for JA JobSpark

Overview:

Students will prepare for the JA JobSpark Career Expo by practicing introducing themselves in a way that is professional and appropriate. Students will also prepare for the event by reviewing the list of participating companies at JA JobSpark. After reviewing the companies, students will identify a cluster or specific companies that are of interest and develop questions for specific companies or for a group of companies within a cluster. Lastly, students will learn the dos and don'ts of attending JA JobSpark.

*** Please note that this session requires use of the JA JobSpark program book which will be delivered at a later date. This session should be completed the week before JA JobSpark to ensure that students are adequately prepared for the event.**

Objectives:

- Students will understand the format of JA JobSpark and expectations for behavior and dress.
- Students will learn how to make a proper introduction and be able to introduce themselves to industry representatives at JA JobSpark.
- Students will learn about the companies participating at JA JobSpark and will identify questions to ask the industry representatives.

Notes:

Preparation:

1. Review the session and prepare the student materials.
2. Check www.jajobspark.org for the latest information on JA JobSpark including final logistics and details for the event.

Materials:

- 3A: JA JobSpark Tips
- 3B: JA JobSpark Scavenger Hunt
- Pencils and Pens
- JA JobSpark Program Book
- Student Cell Phones
- JobSpark Mobile APP

Resources:

- www.jajobspark.org

Instructional Outline and Activities:

This lesson is designed for a 30-minute period.

Review of JA JobSpark Career Expo Logistics and Expectations (7 minutes)

- Students may or may not be interested in a particular career in a particular cluster at JA JobSpark Career Expo, but will have the opportunity to experience them all. Emphasize to the students that the role of the Expo is to spark their interest and introduce them to various work environment priorities and to the skills necessary for their successful participation in the world of work. Remind them that these are some of the skills they may need in their future careers.

Key Terms and Concepts

Industry Professional: A person with a career within a designated industry or field of work.

Professionalism: The behavior and skills expected of a worker in an industry.

- Share JA JobSpark Tips (3A) reinforcing specific topics. For instance, remind students that this is an opportunity for the students to make a first impression. Explain that in addition to listening to how you answer questions, **industry professionals** also look at the clothes you choose, your personal hygiene and if you present yourself with **professionalism**. Remind students they should dress professionally, shake hands and maintain eye contact when talking with the volunteers or industry representatives.
- Share the final logistical details for JA JobSpark. These details may include format for the day, dress code guidelines, expectations for behavior and cell phone usage and other final instructions. Remind students to be respectful to the volunteers and industry professionals and to come ready to try new things. Remind students they should not be texting, gaming, listening to music on their phones and need to obey all posted signs and rules from the staff.
- Be sure to provide information on:
 - Where to meet
 - What to bring
 - What time to meet
 - What not to bring
 - How to exit

Scavenger Hunt (10 minutes)

- Share the JA JobSpark program book with students. Allow them to review the materials and become more familiar with what organizations will be at the event.
- Have students complete 3B: JA JobSpark Scavenger Hunt.

Role Playing Activity (7 minutes)

- Divide the students into pairs and have the students practice introductions. Remind students to make eye contact, firmly shake hands and be prepared to say their name, the school they attend and the career or industry that they are interested in or a desired job. Encourage the students to practice and provide suggestions to one another. Ask for a student volunteer and introduce yourself to the student modeling the appropriate behavior.
- Walk around the room and practice the introductions with the students. Ask for volunteers to demonstrate their introduction to the rest of the class.

JA JobSpark App: Find Your Career Path Quiz (6 minutes)

- Refer to previously downloaded JA JobSpark Mobile App.
- Have students participate in the Find Your Career Path quiz.
- As time permits allow students to become familiar with the app by exploring the resources to learn more about different industries, including companies participating in JA JobSpark.

Indiana Standards:

8.SL.2.1, 8.SL.2.4, ECC- 5.1, ECC-5.2

Do you have more than 30 minutes?

Five More Minutes

- Have each student pick one business from the list to research.
- Have students look at the business's job website to better understand what types of positions the business has and the skills and education required for the positions.

Ten More Minutes

- Have students complete additional research on one or more companies that will be at the JA JobSpark Expo.
- Incorporate additional role playing activities to allow students to practice introductions and interactions; provide feedback.

Any Amount of Additional Time

- Have students role play the Dos and Don'ts. Have students intentionally perform the Don'ts and have the other students identify what the student did incorrectly and what they should do instead.

3A: JA JobSpark Tips for Students

MAKE SURE TO...**PREPARE**

- + Get a good night's sleep.
- + Demonstrate appropriate hygiene.
- + Dress appropriately.
- + Check your appearance in a mirror.
- + Mute cell phones and all other digital devices.
- + Know your school's instructions.

MAKE A GOOD FIRST IMPRESSION

- + Have a positive attitude.
- + Offer a firm handshake.
- + Get to the point. Express thoughts clearly and simply.
- + Make sure you answer the question you were asked.
- + Make eye contact.
- + Smile.
- + Be able to show that you know about the company or industry.
- + Thank the business leaders and volunteers that you meet throughout the day.
- + Be adaptable.
- + Ask questions.

DO NOT...

- | | |
|---------------------------------------|----------------------------------|
| - Be Late. | - Be Sarcastic or Disrespectful. |
| - Chew Gum. | - Mumble or Slouch. |
| - Wear Sunglasses, a Hat or Bandanna. | - Be Critical or Negative. |

3B: JA JobSpark Scavenger Hunt

QUESTIONS/ACTIVITIES FOR SCAVENGER HUNT

Where is JA JobSpark taking place?

When is JA JobSpark?

How many Career Clusters will be at JA JobSpark?

What are the Career Clusters that will be represented at JA JobSpark?

What Career Cluster has the highest paying job listed? What is the job?

What Career Cluster do you need to visit to meet someone from Salesforce?

What Career Cluster do you need to visit if you want to care for patients in a hospital?

Pick one Career Cluster which you are most interested in visiting.

What is a job that you can do in this Career Cluster only needing a high school degree?

What is a job that you can do in this Career Cluster if you complete your Bachelor's degree?

What company in this Career Cluster are you most excited to talk to?

What questions would you like to ask that company?

JA JobSpark Tips for Teachers—EVENT DAY PREPARATION

Overview:

Students will attend the JA JobSpark Career Expo and will be introduced and exposed to various career opportunities and industry clusters through hands-on activities and conversations with industry representatives.

***Please note that additional student materials, including the JA JobSpark passport, shirts and backpacks will be provided the week before the event. These should be distributed the day of the event and the passport can be introduced just before leaving the school or on the bus on the way to JA JobSpark. Please do not send these items home with students prior to the event. Distribute the shirts, backpacks and passports the morning of the event as students will be required to wear them to attend JA JobSpark.**

Objectives:

- Students will practice communicating and interacting with industry professionals.
- Students will gain a better understanding of the career opportunities and the variety of jobs within various industries.
- Students will learn to use tools and equipment specific to industry professions and better understand how to prepare for the world of work.
- Students will be exposed to career pathways for in-demand jobs as determined by industry experts.

Preparation:

1. Ensure all students have a completed permission slip on file. (A sample permission slip is included in Session One materials).
2. Distribute the JA JobSpark passport and have each student fill out their name, school and top career choice, and review questions on the back of passport and remind students to complete at end of the event.
3. Distribute JA JobSpark shirts the day of JA JobSpark as each student is expected to wear their shirt at JA JobSpark.
4. Inform students of the day of logistics including meeting times, locations, exiting strategies and other instructions provided by the staff and volunteers.

Materials:

- JA JobSpark Passports and Shirts
- Pencils or pens • Backpacks

Instructional Outline and Activities:

This is approximately a 2-hour session at the Indiana State Fairgrounds on September 25th or 26th, 2018. At the event, teachers will supervise students while observing the students interacting with professionals and assisting as necessary. It is under teacher discretion whether or not students roam freely among the clusters or in an organized flow with a school representative. **Be sure to put in place a plan for exiting using the program book map. Designate a meeting spot in the Blue Ribbon Pavilion for exiting.** During JA JobSpark, students will learn to use tools and equipment specific to industry professions and better understand the world of work. Industry representatives will provide students with meaningful interactions, share knowledge, answer questions and help students gain a better understanding of an industry and the skills needed to succeed.

Indiana Standards:

ECC -6.1, ECC 5.2, ECC 2.1, ECC 2.2, ECC 2.4

Session Four: JA JobSpark Personal Reflection and Follow-Up

Overview:

Students will reflect on what they learned before and during JA JobSpark. Students will also explore goal setting and develop initial career goals.

* This session should take place as soon as possible following the JA JobSpark Expo (ideally within 1-2 days following the event).

Objectives:

- Students will learn about setting goals through participation in a goal setting activity and discussion.
- Students will identify the next steps for success in their academic and career preparation.
- Students will understand the importance of decisions made in high school and how they can better prepare for a successful career path.
- Students will be empowered to connect their own interests with a wide set of career opportunities.

Notes:

Preparation:

1. Ensure students have copies of 4A: Personal Reflection Student Summary and 4B: Career Goal Worksheet (students will cut and detach from student workbook).
2. **Consider providing extra credit for students who turn their career goal worksheet into their counselor for future course planning.**
3. Complete a JA JobSpark Certificate for each student.

Materials:

- 4A Personal Reflection Student Summary
- 4B Career Goal Worksheet
- JA JobSpark Mobile App
- JA JobSpark Certificates
- Thank you notecards (optional)
- Pencils or pens

Resources:

- INDemand www.indemandjobs.com

Instructional Outline and Activities:

This lesson is designed for a 30-minute period.

Student Reflection (10 minutes)

- Ask the students to spend five to seven minutes completing 4A: Personal Reflection Student Summary.
- Ask for students to share the observations they made during JA JobSpark, especially anything that surprised them or changed their mind about a direction they were going in their career exploration.

Career Goal Setting (15 minutes)

- As students continue their education, **career planning** will be a key component. Reinforce to students that success takes planning. During this session, the students should be introduced to the concept of career planning. Spend five minutes informing the students on the importance of **Goal Setting**

Key Terms and Concepts

Career Planning: An ongoing process that can help you manage your learning and development.

Goal Setting: The process of identifying something that you want to accomplish and establishing goals and a timeframe in which to accomplish it.

Job Outlook: A prediction of the future number of certain jobs, based on current economic factors.

and Career Planning and having a plan to achieve the goals.

- Allow students approximately ten minutes to complete 4B: Career Goal Worksheet. As a first step the students should review their results from the career assessment (refer to 1C: Career Assessment Reflection) as they consider their JA JobSpark experience and begin completing the goal setting worksheet. Help the students understand the worksheet and provide examples and answer any questions from the students.
- Encourage the students to evaluate their personal priorities based on their JA JobSpark experience and to think about how it could impact their plans for high school such as registering for classes and their high school diploma track.
- Ask students to identify some next steps they can take to continue their preparation to enter and succeed in the world of work.
- Spend the final five minutes sharing results by asking students to volunteer to share their career goals and plans.

Wrap up and next steps (5 minutes)

- Congratulate the students on their success.
- Distribute the JA JobSpark certificates to the students completing JA JobSpark.
- Remind the students to revisit the JA JobSpark Mobile App to explore the available information. Ask the students to take out their mobile devices and complete the post-survey.

Indiana Standards:

ECC 4.0, ECC 4.1, ECC 4.2, ECC 5.3

Do you have more than 30 minutes?

Five More Minutes

- Reflect on JA JobSpark as a class. Ask the students what they enjoyed, what they learned and what surprised them.
- Share your reflections as well.
- Ask students to volunteer to share their Career Goals with the class and encourage discussion about their plans.

Ten More Minutes

- As a class, tell students everyone will cast a vote as to their favorite industry from JA JobSpark. Based on the results, the class will then create and send a thank you letter to a company within that industry.
- Once students complete the letter, mail it to Junior Achievement of Central Indiana so they can share it with the business.
Junior Achievement of Central Indiana, 8395 Keystone Crossing, Suite 102, Indianapolis, IN, 46240

Any Amount of Additional Time

- Ask students to identify some steps they can take to continue their preparation to enter and succeed in the world of work.
- Have students review their Career Assessment results now that they have participated in JA JobSpark. Do their personal results align with the industries they enjoyed learning about? Were there some surprises in what they liked and disliked?
- Have students identify three of their top jobs from JA JobSpark and find out if they are INDemand jobs. Students can explore the jobs by researching the required education, **job outlook**, employers and work environment.

Other:

4A: Personal Reflection Student Summary

NAME: _____

Pick your top 3 industries visited during JA JobSpark:

- Advanced Manufacturing, Engineering and Logistics
- Agriculture, Food and Natural Resources
- Architecture, Engineering and Construction
- Business and Finance
- Government, Law and Public Service
- Health and Life Sciences
- Hospitality and Tourism
- Technology

Within these industries, what types of careers are you interested in?

Choose one and explain why the area interests you.

Describe 3 things that you learned about this industry that you did not know.

What type of education or training do you need to get started in this industry?

What kinds of skills do you need to succeed in this industry?

(FOR EXAMPLE: creative thinking, math skills, writing ability, presentation skills, public speaking)

4B: Career Goal Worksheet

My career goal is to be a...

The education needed to obtain that career is...

As part of my plan, I will need to do these things in high school:
(identify courses, diploma tracks, internships, etc...)

As part of my plan, the following are my next steps after high school...

My other next steps will be to...

Continuing the Conversation

The JA JobSpark program does not need to end after the last session in this curriculum. JA JobSpark can be more than the activities and sessions included in this curriculum. The conversation can continue throughout the year. In addition to the activities described in the lesson plans, teachers and participating schools can implement a variety of activities to promote JA JobSpark throughout the year. These activities can be schoolwide activities that engage all students and staff, or they can be done within individual classrooms.

Ad Campaign

An additional way to engage the students in documenting their thoughts and reflections on JA JobSpark is to have them create an ad (poster) or commercial (short video) to share with students who will be participating next year. You could have a classroom/school/district contest to find the best ad and pass that along to JA of Central Indiana for potential future use.

Vision Boards

If you would like to take the goal setting conversation further, you could have students create Vision Boards during preparation for attending JA JobSpark or after JA JobSpark. A vision board is any sort of board on which you display images that represent whatever you want to be, do, or have in your life. Students could create a vision board (one picture, a collage, a group of words) that embodies their career goal. These could hang in lockers, in the hallways or in a classroom throughout the year.

Quote of Day

Find quotes that align with different themes (career planning, goal setting) and have teachers read them in their classrooms, share them on morning announcements or build bulletin boards or other displays around these ideas. Some great places to find quotes are:

- www.themuse.com/advice/50-inspirational-career-quotes
- www.movemequotes.com/top-15-goal-setting-quotes
- www.daringtolivefully.com/goal-quotes

Career of the Day

Identify a career or career cluster of the day (or week if you want to carry this through the school year). Include information about this career/cluster in newsletters; highlight it throughout morning announcements; integrate it into classroom activities:

- Have teachers talk about someone they know working in that career/career cluster in class.
- Have students research and write about or deliver a brief presentation on the career/career cluster in their ELA class. Integrate research into Career Day at the school later in the year.
- Consider reaching out to an industry representative you met at JA JobSpark and inviting them to your classroom as a guest speaker.

Connections to High School

Teachers and counselors can incorporate career exploration, career goal worksheet (4B) and planning in a variety of activities, conversations, journaling and research throughout the year to help prepare students for their transition to high school. To help ensure further connectivity across the district, all teachers should know that results from Naviance or Indiana Career Explorer are part of each student's file and are available to other teachers and counselors in the district.

Connections to Career Centers and Job Fairs

Take students to your school/district Career Center and allow them to learn more about the programs that will be available to them when they are in high school. Connect the conversations to the career clusters and their career assessment results.

Connections to High School Registration and Diploma Options

When it comes time to register for high school classes, refer to career assessments and help students identify the education requirements for their careers of interest. Help students understand how each diploma option may or may not prepare them for the future education requirements for their chosen careers. Help students discern which diploma track is right for their career interests and choose classes accordingly.

JA JobSpark Glossary

CAREER CLUSTER

A grouping of jobs and industries related to skills and products.

CAREER PLANNING

An ongoing process that can help you manage your learning and development.

ELEVATOR PITCH

A brief, high-energy presentation used by companies and individuals to promote their products and themselves.

GOAL SETTING

The process of identifying something that you want to accomplish and establishing goals and a timeframe in which to accomplish it.

INDUSTRY PROFESSIONAL

A person with a career within a designated industry or field of work.

INTERESTS

A person's preferred activities or hobbies.

JOB OUTLOOK

A prediction of the future number of certain jobs, based on current economic factors.

NETWORKING

Building relationships with others who can help you find a job and be successful in your work.

PERSONAL IMAGE

The personal expression of who you are and what makes you unique.

PROFESSIONALISM

The behavior and skills expected of a worker in an industry.

SELF-ASSESSMENT

An assessment or evaluation of oneself or one's actions and attitudes.

SELF-AWARENESS

To recognize the special qualities you possess, including your skills, interests and priorities.

SKILLS

A person's talents or abilities.

SOFT SKILLS

Personal attributes and abilities not directly tied to a specific job title but which are needed in most jobs.

TECHNICAL SKILLS

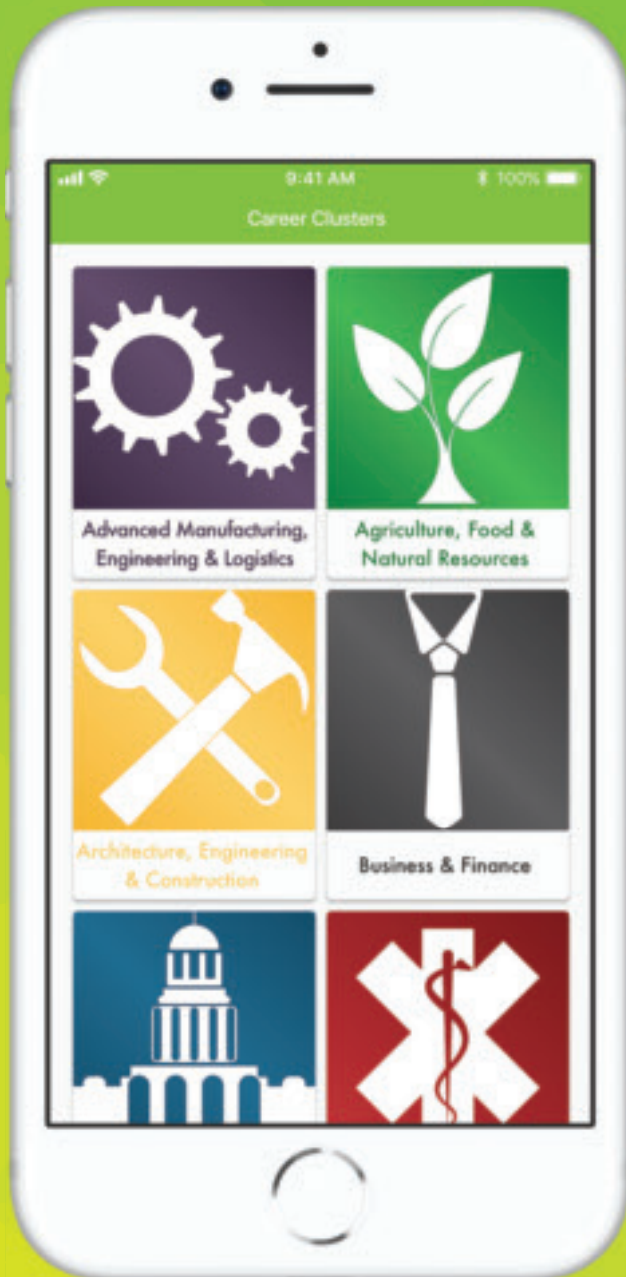
The abilities and knowledge used in a specific profession.

Lined area for writing notes.

DOWNLOAD THE JA JOBSPARK APP

An Awesome Mobile Event App

JA JobSpark



EXPERIENCE THE APP

Take our career quiz

Explore career clusters
and pathways

Check out the event map

Learn about companies at
JA JobSpark

Connect to social media

Download our Free App

iOS



Android



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8395 N. KEYSTONE CROSSING, SUITE 102, INDIANAPOLIS, IN 46240
(317) 252-5900 | WWW.JAINDY.ORG | WWW.JAJOBSPARK.ORG

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