JA JobSpark 2021 Curriculum Materials



AN INTRODUCTION TO JUNIOR ACHIEVEMENT

OUR MISSION

Junior Achievement of Central Indiana's mission is to empower young people to own their future success. JA educates and inspires young people in the areas of career exploration, employability/life skills, entrepreneurship, financial literacy and philanthropy through hands-on, experiential learning opportunities for children in preschool through high school.

JA JOBSPARK OVERVIEW

JA JobSpark is a two-day virtual career expo impacting over 10,000 Indianapolis eighth graders. The JA JobSpark initiative includes in-class or remote curriculum and activities prior to and after attending the virtual event. JA JobSpark is meant to "spark" an interest in students and get them excited for their future. Students will learn about skills needed for jobs that will be in demand when they graduate and will learn about the equipment that is used on those jobs daily. Students will have a better understanding of the courses they will need to take in high school, a track for post-secondary, and a clear career pathway for what they find they are interested in. JA JobSpark is a part of Junior Achievement's career exploration curriculum that has been delivered to many of the students throughout their academic experience, beginning in elementary school. Upon completion of the curriculum, students will have real insights into the industries that interest them, the skills needed, and the education required. Through virtual interaction, students will have the opportunity to interact with professionals from eight industry clusters and learn about future in demand careers. 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.

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 supplemental learning resources and activities. 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 experiences they will have at JA JobSpark. The final required session takes place after JA JobSpark. Each of the classroom sessions are designed to take approximately 45 minutes to complete. Additionally, there are supplemental activities to complete if you have time before or after the event. 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. The JA JobSpark program does not need to end after the last session in this curriculum. The conversation about career readiness is continuous throughout their school career.

HOW TO IMPLEMENT THE STUDENT WEBPAGE

All student curriculum can be accessed via this link: JA JobSpark Curriculum. Teachers can post the entire webpage on the student's e-learning platform then complete each session during one classroom period.



Another option is to post, on an e-learning platform, the links you want the students to have during a specific session. The teacher can decide which materials a student will submit. All materials are in the form of a fillable PDF. They can be submitted in a dropbox, emailed, or printed. Teachers can use any engagement platform for classroom or small group discussions; Zoom, Flipgrid, discussion boards, etc.

JA JOBSPARK GOALS

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

- Career Assessment and Self-Awareness
- Career Clusters and Employability
 Skills
- Academic and Career Planning
- Goal setting and Reflection

INDIANA STANDARDS

The JA JobSpark sessions and resources meet the Indiana Standard - CTE: Exploring College and Careers 0493.68. Exploring College and Careers provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including the 16 national career clusters and Indiana's College and Career Pathways, and determine what they want and expect for their future. Students learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students build good study habits, expand their technology skills, develop or update their graduation plans, and complete a college and career readiness exam. Virtual and real-life opportunities are provided for students to observe and explore various careers. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

Employability Skills Standards are covered in the JA JobSpark curriculum. The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, the Governor's Work Ethic Certificate, and the Indiana Department of Education's Social Emotional Learning Competencies. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE). Below are the standards that are covered in the JA JobSpark lessons.

6-8.M.1, 6-8.M.2, 6-8.M.4, 6-8.WE.5, 6-8.SE.4, 6-8.LS.1, 6-8.LS.2, 6-8.LS.4, 6-8.LS.5, 6-8.LS.6, 6-8.LS.7, 6-8.LS.9, 6-8.LS.10, 6-8.LS11, 6-8.SE.4, 6-8.SE.3, 6-8.SE.4



SESSION 1

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 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.

PREPARATION

- 1. Review the JA JobSpark student curriculum on the website, <u>JA JobSpark Student Curriculum</u>, so you can provide students with an introduction to the JA JobSpark program. Save this site to your favorites. All student materials can be accessed via this link. You can print any materials from this link, if a hard copy is desired. Post this link on the student's e-learning platform so they can see all sessions, or you can post the direct links from this session only. This is your choice.
- 2. 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. **Additional resources are provided if Indiana Career Explorer is still under construction.**
- 3. Practice the registration process for Indiana Career Explorer or Naviance to ensure that you can help students register and access the assessments. Links are on the student webpage in session one.
- 4. Take the selected assessment to ensure you understand the functionality and can assist your students.
- 5. Students will need computer access to complete the assessment; Naviance or Indiana Career Explorer.

MATERIALS

- Make sure session one is posted on the e-learning platform, all materials and links for students are located there.
- Student login and passwords are needed to access online career assessment, these are provided by your school (Naviance or Indiana Career Explorer).
- Charged computer.
- Zoom platform, Flipgrid, or any other discussion board platform your school uses (if learning remotely).
- Pen or pencil



INSTRUCTIONAL OUTLINE

This lesson is designed to take 30-45 minutes.

Note: Anytime it is mentioned in the lesson to share or have a discussion as a class, this can be done via Zoom, discussion board, Flipgrid, in class, or any other engagement platform. Also, submissions for student work can be your choice; downloaded by a student and sent to a dropbox, printed off and turn in hard copy, emailed, etc. All student materials are in the form of a fillable PDF.

- When introducing JA JobSpark, explain to the students that they will be participating in an initiative hosted by Junior Achievement of Central Indiana, an organization that empowers young people to own their future success. JA JobSpark will be presented virtually this year. Share that students will see a variety of speakers (remote-live or remoterecorded) and see demonstrations related to a variety of careers and career opportunities.
- Show students session one, posted on their e-learning platform.
- Share with students the **key words** and their definitions.
- Share with students that they will be taking a career assessment (Naviance or Indiana Career Explorer). Give out login information if students don't already have this information. This is supplied by your school.
- Once students take the online career assessment, they will complete the career assessment reflection.
 When this is completed, please instruct the students if you would like them to submit.
- If time allows, have students share their results and their reaction to the results in the classroom.
- Possible Discussion Questions:
 - What surprised you about your results?
 - Did your results align with what you were thinking for a future career?

NOTES

JA JobSpark^{*} KEY WORDS & 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.

INSTRUCTIONAL OUTLINE

This lesson is designed to take 30-45 minutes.

Note: Anytime it is mentioned in the lesson to share or have a discussion as a class, this can be done via Zoom, discussion board, Flipgrid, in class, or any other engagement platform. Also, submissions for student work can be your choice; downloaded by a student and sent to a dropbox, printed off and turn in hard copy, emailed, etc. All student materials are in the form of a fillable PDF.

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Skills - A person's talents or abilities.

KEY WORDS & CONCEPTS

Session 1



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.



Career Assessment Instructions for Naviance

1. Click on Naviance or go to www.naviance.com .

2. Click "Account Login", in the top right corner of the screen. Then click "Students and Parents" in the drop down option.

3. Enter the zip code of the school, school name, or city 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, 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.



Career Assessment Instructions for Indiana Career Explorer

1. <u>If Indiana Career Explorer site is still under construction, please use these additional resources as needed:</u> -https://www.mynextmove.org/explore/ip

-http://www.flipcareerguide.com/books/rgoz/#p=38

Click on <u>Indiana Career Explorer</u> (or type in 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 your username and password down in a safe place where you will not lose it.

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".

7. Click "Sign me up" to complete the process.

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.





CAREER ASSESSMENT REFLECTION

Name: _____

Complete after finishing your career assessment. Submit your answers as requested by your teacher (if required).

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

My reaction to these results is

Based on these results, I have these questions

I would like to learn more about a career in...





SESSION 2

Career Clusters and Employability Skills

OVERVIEW

In this session, students will see why it is important to develop a career plan. They will learn what a career cluster is and how the JA JobSpark companies fit into a career cluster. Students will take a deeper dive into the companies that will be attending JA JobSpark. They will do research on companies that fit into their career cluster of interest. Students will also see which employability skills are needed in certain career clusters. They will complete a self-assessment of their own employability skills.

OBJECTIVES

- Students will see why it is important to develop a career plan.
- Students will be able to recognize career clusters and identify those that match their skills and interests.
- Students will be aware of the career clusters and how the JA JobSpark companies fit into those clusters.
- Students will gain knowledge of employability skills needed in the workplace and assess their own employability skills strengths and weaknesses.

PREPARATION

- 1. Post the student website, if you have not already done so. If you are posting specific links to the e-learning platform for this session, post what you desire.
- 2. You can download and print off any materials from the student link, if a hard copy is desired.
- 3. Watch the video on the student link under session two, "Developing a Career Plan". A discussion question is provided at the end of the video. Share any other discussion questions that may be applicable for your students.
- 4. Familiarize yourself with the 8 career clusters and employability skills.
- 5. Look at the JA JobSpark companies attending the event, become familiar with who is attending and their career cluster area.

MATERIALS

- Make sure you have posted the website or links in session two to the e-learning platform. All materials and links for students are located in this button.
- Charged computer
- Pen or pencil
- Earbuds
- Zoom platform, Flipgrid, or any other discussion board platform your school uses (if learning remotely).



INSTRUCTIONAL OUTLINE

This lesson is designed to take approximately 45 minutes.

Anytime it is mentioned in the lesson to share or have a discussion as a class, this can be done via Zoom, discussion board, Flipgrid, in class, or any other engagement platform. Also, submissions for student work can be your choice; downloaded by a student and sent to a dropbox, printed off and turn in hard copy, emailed, etc. All student materials are in the form of a fillable PDF.

- When introducing JA JobSpark, explain the key words and concepts
- Tell students they will watch a video, **"Developing a Career Plan"**. There is a discussion question at the end of the video. Facilitate a discussion with this question and add any other applicable questions. You can also post the question from the video on a discussion board, so students can post their responses.
- Show the 8 career clusters and jobs associated with those clusters. Have students take a moment to look at a cluster that interests them and the jobs contained in that cluster. Students can share a job that interests them and why.
- Show students the employability skills visual from Indiana Department of Workforce Development. Give examples of various careers and have the students share the skills they think are needed for that career.
- Have students complete the employability skills self-assessment. When this is completed, please instruct the students if you would like them to submit.
- Employability Skills Role Play (Optional Activity) The scenario cards are posted on the student link. Students can act out the scenario in class and create a resolution to the problem, or you can discuss the scenario with the students and have them share a resolution to the problem.
- Have the students click on the link for the companies attending JA JobSpark. Students will research them and complete the questions in the link for exploring companies and career clusters activity. A hard copy can be downloaded and printed if desired. Students are instructed to pick 5 companies, each in a different career cluster. Please instruct the students if you want them to submit their answers.

NOTES

JA JobSparl^{*} KEY WORDS & CONCEPTS:

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.

Goal Setting – The process of identifying something that you want to accomplish and establishing goals in a time-frame in which to accomplish it.

Employability Skills – The essential skills, personal qualities, and values that enable you to thrive in any workplace.

Self-Assessment – An assessment or evaluation of oneself or one's actions and attitudes.

KEY WORDS & CONCEPTS

Session 2



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.



GOAL SETTING

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



EMPLOYABILITY SKILLS

The essential skills, personal qualities, and values that enable you to thrive in any workplace.



SELF-ASSESSMENT

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



WHAT IS A CAREER CLUSTER?

A career cluster is a group of jobs and industries that are related by the knowledge and skills they require. Throughout your career planning, you may see there are 16 nationally recognized career clusters. JA JobSpark has combined them into 8 different 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.



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 AND TOURISM

Managing, marketing and operating 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

Designing, developing, supporting, and managing hardware, software, multimedia, and systems integration services.



AGRICULTURE, FOOD & NATURAL RESOURCES

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

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.

JA JobSpark CAREER CLUSTERS CHART

| Agriculture, Food & Natural Resources • Animal Breeder • Biochemist • Environmental Engineer • Farmer • Fisherman • Florist • Game Warden • Mining Engineer • Park Ranger | Architecture & Construction • Architect • Carpenter • Civil Engineer • Construction Worker • Contractor • Electrician • Environmental Designer • Landscaper • Painter • Plumber • Surveyor | Arts, Audio/Video, Technology & Communications • Actor • Ad Executive • Artist • Broadcaster • Cinematographer • Digital Media Specialist • Graphic Designer • Interior Designer • Journalist • Photographer | Business, Management & Administration • Administrative Assistant • Entrepreneur • Financial Assistant • Human Resource Manager • Marketing Director • Office Manager |
|--|---|---|--|
| Education & Training College Professor Corporate Trainer Counselor Librarian Principal Sign Language Interpreter Teacher | Finance • Accountant • Bank Teller • Bookkeeper • Economist • Executive • Financial Planner • Insurance Agent • Loan Officer • Stockbroker • Tax Preparer | Government & Public Administration Bank Examiner Emergency Management Director Homeland Security Manager Intelligence Agent Legislator Public Administration Supervisor | Health Science Administrator Criminologist Dentist Dietitian Medical Doctor Medical Transcriptionist Nurse Paramedic Physical Therapist Sociologist Veterinarian Vision Care Assistant |
| Hospitality & Tourism • Chef • Hotel Clerk • Hotel Manager • Lifeguard • Recreation Director • Travel Agent • Waiter | Human Services • Cosmetologist • Day Care Worker • Hairstylist • Personal Finance Advisor • Preschool Teacher • Psychologist • Social Worker | Information Technology Computer Programmer Database Manager Multimedia Producer Network Administrator Software Engineer Technical Writer Web Designer | Law, Public Safety & Security Attorney Court Reporter Firefighter Judge Military Officer Paralegal Police Officer Private Investigator |
| Manufacturing Boat Builder Computer Integration Technician Jeweler Machinist Major Appliance Repair Technician Manufacturing Engineer Mechanic Welder | Marketing, Sales & Service Customer Service Representative Fashion Marketer Home Inspector Public Relations Specialist Real Estate Appraiser Sports & Entertainment Marketer | Science, Technology, Engineering & Mathematics • Astronomer • Biologist • Chemical Engineer • Computer Engineer • Drafter • Electrical Engineer • Food Scientist • Mathematician • Meteorologist | Transportation, Distribution & Logistics • Airline Pilot • Air Traffic Controller • Astronaut • Bus Driver • Flight Attendant • Locomotive Engineer • Ship Captain • Truck Driver |

Do you Have The Skills Indiana's Employers Are Searching For?

INDIANA EMPLOYERS WANT HIGHLY-SKILLED EMPLOYEES. DEVELOPING THESE **18 Employability Skills** Can help you land your dream job!



INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT





Want to learn more? www.employabilityskills.in.gov

JAJobSpark
EMPLOYABILITY SKILLS self-Assessment

11. List the employability skill you would like to learn more about and strengthen before interviewing for a job. How do you plan to learn more about this employability skill? How do you plan to strengthen this employability skill? 12. Consider asking a close friend or family member to rank you on the same employability skills covered in the questions above. Compare their ranking to yours and see if it changes which employability skills you would like to learn more about and which ones you would like to improve.



EMPLOYABILITY SKILLS

SCENARIO:

Alexa got a job at a clothing store and has just completed her first week. Her boss has noticed that Alexa checks her phone constantly, every time it rings or chimes, even when she's helping a customer.

Which employability skill does Alexa need to improve?

Act it out or discuss to create a resolution to the problem.

SCENARIO:

Rohan has been working at a fast-food restaurant for six months, taking customer orders. He has always worked hard and had a cheerful attitude. Recently, he has been staying up late doing schoolwork, and he's tired. His boss notices that Rohan has been impatient and rude to customers.

Which employability skill does Rohan need to improve?

Act it out or discuss to create a resolution to the problem.

3 SCENARIO:

Tiana got a job helping out at a community center. She went through training, but she still doesn't know the daily routine or where things are kept. She's embarrassed to ask because she doesn't want to look helpless or lose her job.

Which employability skill does Tiana need to improve?

Act it out or discuss to create a resolution to the problem.

SCENARIO:

Lorenzo got a job at a local store. He works with two other employees to unpack boxes and stock shelves. His boss notices that Lorenzo finishes his work quickly and then wanders around the store, takes breaks, and distracts other employees. He never offers to help unpack additional boxes.

Which employability skill does Lorenzo need to improve?

Act it out or discuss to create a resolution to the problem.

5 SCENARIO:

Sarah got a summer job as a camp counselor. Every week, the counselors meet to brainstorm games to play with the campers. The camp director notices that Sarah always shares her ideas by saying, "I have an even better idea than yours."

Which employability skill does Sarah need to improve?

Act it out or discuss to create a resolution to the problem.

SCENARIO:

Max got a job as a junior referee for the Youth Soccer League. The head referee notices that Max is late to every game, which delays the start of the game and affects all the following games. Max also forgets to wear his referee uniform and bring his whistle.

Which employability skill does Max need to improve?

Act it out or discuss to create a resolution to the problem.



LEARN MORE ABOUT Career Clusters & Ja Jobspark Companies

Name:

Go to www.jajobspark.org/students and scroll down to **2021 Industry Cluster's Company websites**. Pick 5 companies, each in a different career cluster, to research. Answer the following questions about each of the 5 companies. You may reference the Indiana Department of Workforce Development Employability Skills link to help you name skills needed for a career.



COMPANY 1

Name of Company:

Career Cluster:

List 2-3 careers that are found at this company:

List an employability skill that is needed for a career at this company. Give an example of how you can use that skill. For example, effective communication is an employability skill. If I were a teacher, I would need to be an effective communicator, verbally and written, with my students and parents.

Employability skill:

Example:

What do you find interesting about this company?

Share about a job you think you could do or would want to do at this company. Why?







COMPANY 3 Name of Company: Name of Company: Career Cluster: Career Cluster: List 2-3 careers that are found at this company: List 2-3 careers that are found at this company: List an employability skill that is needed for a career List an employability skill that is needed for a career at at this company. Give an example of how you can use this company. Give an example of how you can use that that skill. For example, effective communication is an skill. For example, effective communication is an employability employability skill. If I were a teacher, I would need to be an skill. If I were a teacher, I would need to be an effective effective communicator, verbally and written, with my communicator, verbally and written, with my students and students and parents. parents. Employability skill: Employability skill: Example: Example: What do you find interesting about this company? What do you find interesting about this company? Share about a job you think you could do or would want Share about a job you think you could do or would want to do at this company. Why? to do at this company. Why?

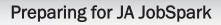
JA JobSpark



COMPANY 5 Name of Company: Name of Company: Career Cluster: Career Cluster: List 2-3 careers that are found at this company: List 2-3 careers that are found at this company: List an employability skill that is needed for a career List an employability skill that is needed for a career at at this company. Give an example of how you can use this company. Give an example of how you can use that that skill. For example, effective communication is an skill. For example, effective communication is an employability employability skill. If I were a teacher, I would need to be an skill. If I were a teacher, I would need to be an effective effective communicator, verbally and written, with my communicator, verbally and written, with my students and students and parents. parents. Employability skill: Employability skill: Example: Example: What do you find interesting about this company? What do you find interesting about this company? Share about a job you think you could do or would want Share about a job you think you could do or would want to do at this company. Why? to do at this company. Why?

JA JobSpark

SESSION 3



OVERVIEW

Students will prepare for their experience at JA JobSpark. They will learn more about career clusters and education needed to work in certain careers. Students will learn about the importance of asking questions and engaging with the JA JobSpark presenters. Tips will be given on what to do on the day of JA JobSpark. Also, students will be given the opportunity to do a practice demo on the virtual platform.

OBJECTIVES

- Students will understand the format of JA JobSpark and expectations for the day.
- Students will learn why it is important to ask questions and will identify and/or create questions for the JA JobSpark presenter.
- Students will gain an understanding of the education level needed and salaries earned in certain jobs.

PREPARATION

- 1. Post the student website, if you have not already done so. If you are posting specific links to the e-learning platform for this session, post what you desire.
- 2. You can download and print off any materials from the student link, if a hard copy is desired. Students will want to download the Emoji Card, Notes Page, and Questions. They may want to print a hard copy as well.
- 3. Review the printed program book, also located on the webpage in session 3, so you are aware of the information provided. You may plan some discussion questions around information in the program book.
- 4. Watch the video, "Asking the Right Questions". View the discussion question at the end of the video. Prepare any additional questions for discussion.
- 5. Complete the practice demo in session three so you can answer any of the student's questions.
- 6. Remind students to submit the completed emoji card to you (if desired) and to JAJobSpark@jaindy.org.

MATERIALS

- Make sure you have posted the website or links in session three to the e-learning platform. All materials and links for students are located in this button.
- Charged computer
- Pen or pencil and earbuds
- Zoom platform, Flipgrid, or any other discussion board platform your school uses (if learning remotely).
- Printed Student program book (electronic link also available)



Please note that this session requires use of the JA JobSpark program book.



This session should be completed after September 9th. Students received a printed program and an electronic copy of the program book is available on the student link in this session.



The information in this session should be shared close to the day of JA JobSpark so students are well organized and prepared for the day. We suggest doing this session the Thursday, Friday, or Monday prior to your JA JobSpark day (9/16, 9/17, or 9/20).



INSTRUCTIONAL OUTLINE

This lesson is designed to take approximately 45 minutes.

Anytime it is mentioned in the lesson to share or have a discussion as a class, this can be done via Zoom, discussion board, Flipgrid, in class, or any other engagement platform. Also, submissions for student work can be your choice; downloaded by a student and sent to a dropbox, printed off and turn in hard copy, emailed, etc. All student materials are in the form of a fillable PDF.

- Introduce the key words and concepts
- Ask students to view the printed program book or link. After the students have a few minutes to look over the book, answer any questions they may have about what is in the book. Ask students to share what they found interesting in the book. The students will complete the questions posted in the link, Take a Look at the Program Book. You can let the students know how you prefer this to be submitted, if desired.
- Tell the students to watch the video, "Asking the Right Questions". There is a discussion question at the end of the video. Tell the students to use the **Any Question is a Good Question** page to guide their questioning and create their own questions to use on the day of JA JobSpark. Hint: printing these questions off and having them available to use for the JA JobSpark event will be helpful. If students are learning remotely, I would encourage them to print at home or have it up on their computer as a tab to view after the presenter is finished speaking.
- Have students complete the JA JobSpark platform demo. This will give them a better idea of what their JA JobSpark day will look like. It is approximately a 5 minute demo.
- Share the JA JobSpark tips and expectations for the day. These are very important to share, in order to make your time on the day of the event more productive.
- Tell students to **take notes** on the day of JA JobSpark. This can be done via paper/pencil or typed on the fillable PDF.
- Show the students the Emoji Card located in this session. Before the event, students will need to download the card. After the event, students will place a check mark next to the emojis that reflect their feelings about the industry cluster presentations in the areas they visited. It is stated on the card to visit 5 out of 8 industry clusters. Once completed, students can upload the emoji card and email to us at JAJobSpark@jaindy.org. This will promote student accountability and give them encouragement to visit at least 5 industry areas. With the cards that are emailed to us, we will randomly pick a few students to receive an exciting prize. The school will be notified once winners are chosen.

NOTES

JAJobSpark^{*} KEY WORDS & CONCEPTS:

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

KEY WORDS & CONCEPTS

Session 3



PROFESSIONALISM

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





TAKE A LOOK INTO THE PROGRAM BOOK

Name:

Click on the JA JobSpark program book link located in this session or refer to your printed program book. Complete the questions and submit your answers as requested by your teacher.

1. What career cluster do you need to see to meet someone from the American Dairy Association?

2. List 3 careers in this career cluster.

3. What careers can you have with a high school diploma in the **Architecture, Construction, and Engineering cluster?** (list 3)

- 4. What careers can you have with a bachelor's degree in the Health and Life Sciences cluster? (list 3)
- 5. What career cluster has the highest paying job listed? What is that job?
- 6. Which cluster are you most interested in learning more about?
 - a. When you get your high school diploma, what is a job in this career cluster that you can do?
 - b. When you complete your bachelor's degree, what is a job in this career cluster that you can do?
 - c. What company in this career cluster are you most excited to explore at JA JobSpark?

ANY QUESTION IS A GOOD QUESTION!

Be prepared to ask the business volunteers good questions. Some of the livestreaming video experiences may provide you an opportunity to ask a question by utilizing a chat box feature. Example questions are provided below, and you can also write in your own question.

ABOUT THE COMPANY

- What type of person is successful in your company?
- How many hours do you work each week?
- Are there opportunities for raises and promotions at your company?
- Do most people work alone or in teams?

Your question:

ABOUT THE JOB

- What education or skills are required for your job?
- What can I do today to begin preparing for a job like yours?
- How do you use time-management skills in your job?

Your question:

ABOUT THE VOLUNTEER

- Why did you choose this career? How did you get started?
- What is the coolest thing you have ever done at work?
- What do you like most about your job?
- What daily tasks do you perform at your job?

Your question:

ABOUT THE CAREER CLUSTER

- What are some of the entry-level jobs in your career area?
- What is a typical starting salary for an entry-level position?
- What type of on-the-job training do most companies offer?



Your question:

TIPS FOR STUDENTS

PREPARE

- ✓ Make sure you have prepared some questions for the volunteers
- ✓ Print out a copy of the questions
- ✓ Charge your computer
- ✓ Have a computer charger with you in case you need it
- ✓ Have your earbuds available

Click in the JA JobSpark virtual platform demo button on www.jajobspark.org/curriculum a week before the event to become familiar with the virtual platform.

ON DAY OF EVENT...

- Be on time
- Wear your JA JobSpark T-Shirt
- Have printed program book or link ready
- Have a good attitude; be respectful of the

volunteers

- Pay attention
- Have cell phone on mute
- Be in an area where you can focus
- Have your questions ready

- Engage with speakers through the chat feature or polls
- Be able to show that you know about the company or industry when asking questions
- Take notes
- Thank the speakers you meet in the chat box
- Download and complete emoji card, submit to JAJobSpark@jaindy.org and your teacher (if desired)

ABOUT THE JA JOBSPARK VIRTUAL PLATFORM

- · Have your login information for the platform that your teacher gave you
- If you lose your connection to the virtual platform, please log back in and continue learning
- If you have trouble accessing the JA JobSpark virtual platform, let your teacher know right away
- Visit a minimum of 5 out of the 8 clusters (or all 8 if possible)
- · Watch videos that are prerecorded anytime and visit the main stage throughout the day for live videos









Take notes for your future...





JA JOBSPARK EMOJI CARD

Name:

School:

Please have this card available when you participate in JA JobSpark. Visit at least 5 of the 8 different industry clusters and view videos, presentations and activities. Check one emoji under each industry cluster to express how well you liked the videos, presentations and activities in each area you visited. You can download this form and type directly on it and submit to your teacher if required. Then save it and submit to jajobspark@jaindy.org. We will randomly select a few students to receive a great prize. Your school will be notified if you are a winner!



SURVEY QUESTIONS

| 1. Did you like attending JA JobSpark? | YES | NO | | |
|--|------------------|--------|-----|----|
| 2. Did you learn something new today? | YES | NO | | |
| 3. What was your favorite cluster? | | | | |
| 4. I am more aware of career opportunities in | my field of inte | erest. | YES | NO |
| 5. Do you think it's important to start thinking | g about | | | |
| your career interests & goals in middle sch | nool? | | YES | NO |

SESSION 4



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. Students will have the opportunity to complete a survey in order to provide Junior Achievement feedback. Thank you notes will be written to presenters. An optional reflective essay assignment is available for the students to express their thoughts on what they experienced during JA JobSpark.

OBJECTIVES

- Students will set goals to identify next steps in their academic and career planning.
- Students will understand the importance of decisions made in high school and how they can better prepare for a successful career path.
- Students will write a thoughtful thank you note to a JA JobSpark presenter.
- Students will provide feedback and express their thoughts and feelings on the JA JobSpark program.

PREPARATION

- 1. Post the student website, if you have not already done so. If you are posting specific links to the e-learning platform for this session, post what you desire.
- 2. You can download and print off any materials from the student link, if a hard copy is desired.
- 3. Complete the teacher survey.
- 4. Remind students to complete the student survey.

MATERIALS

- Make sure you have posted the website or links in session four to the e-learning platform. All materials and links for students are located in this button.
- Charged computer
- Pen or pencil
- Earbuds
- Zoom platform, Flipgrid, or any other discussion board platform your school uses (if learning remotely).



INSTRUCTIONAL OUTLINE

This lesson is designed to take 30-45 minutes.

Anytime it is mentioned in the lesson to share or have a discussion as a class, this can be done via Zoom, discussion board, Flipgrid, in class, or any other engagement platform. Also, submissions for student work can be your choice; downloaded by a student and sent to a dropbox, printed off and turn in hard copy, emailed, etc. All student materials are in the form of a fillable PDF.

- Ask students to spend time completing the personal reflection student summary. Tell students to submit, if you prefer.
- Ask students to share the observations they made from JA JobSpark, especially anything that surprised them or changed their mind about a direction they were going in their career exploration.
- Share with students that success takes planning and career planning is a key component.
- Have students complete the career planning goals sheet. Tell students to submit, if you prefer.
- Students will complete the survey in the link provided under session four. Tell students Junior Achievement needs their feedback, so they can make JA JobSpark the best event it can be for students.
- Let students know that it is always appropriate to write a thank you note to anyone that takes time out of their day to help students learn. Students can use the template and look at the example thank you to write an email thank you or send a hard copy to the JA office. Junior Achievement will forward any email thank you notes to the appropriate person or send hard copies via mail.
 - email address: JAJobSpark@jaindy.org
 - JA office address:
 Junior Achievement of Central Indiana
 8395 Keystone Crossing, Suite 102
 Indianapolis, IN 46240
- JA JobSpark Certificate of Completion download and complete the certificate for students. You can also complete and email the certificates to students.
- JA JobSpark Reflection Essay Assignment (Optional): assign students a reflection essay to submit. Guidelines and details are included in the student link. Ask students to submit for a grade, if desired. This is also included in the Supplemental Materials Session.

NOTES



PERSONAL REFLECTION

Name: _____

Complete this Career Planning Reflection Sheet and submit as directed by your teacher.

Pick your top 3 industries you saw 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)







CAREER PLANNING GOAL WORKSHEET

Name:

Please complete this Career Planning Goal Sheet and submit as directed by your teacher. As you continue your education, **career planning** will be a key component. Success takes planning! It is important to set goals and have a plan in place to achieve those goals.

Revisit your career assessment results from Session 1 as you think about your JA JobSpark experience and begin completing this Career Planning Goal Worksheet. How has participating in JA JobSpark impacted your plans for high school?

Think about your next steps to continue preparation to enter and succeed in the world of work.

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:



JA JobSpark

My other next steps will be to:



A THANK YOU GOES A LONG WAY!

Did you know that hundreds of volunteers from the business community, work all year long on planning JA JobSpark? They volunteer their time to put together an amazing learning opportunity for you to experience. Our volunteers are committed to educating you on careers that will be in demand when you graduate from high school. They hope to inspire you to learn more about careers/industries that interest you.

SEND A THANK YOU NOTE TO A BUSINESS VOLUNTEER.

Think about your favorite industry or career that you learned about today and write a thank you note to a volunteer or company that provided the video or activity. If you know their name or company name, please mention that in your thank you note. A thank you note is always appreciated and can make you stand out after meeting someone. It shows you appreciate their time and their interest in educating young people.

TEMPLATE

Dear [Name],

Thank you for [specific statement about what you're thanking the volunteer for]. [Sentence or two about why the volunteer inspired you today and why learning from them was meaningful to you. Thank them for something specific that you learned.] [Optional: A sentence praising the volunteer for their generosity of their time, etc.]

[Optional: Any personal closing statement.]

[Sign-off], [Your Name]

EXAMPLE

Dear Ms. Dant,

Thank you for presenting at our JA JobSpark. I can tell you like your job and enjoy sharing information about what you do. You gave me a better understanding of what it is like to be an accountant at BKD. The activity you showed us about how to budget my finances will be useful in everyday life. Your time was so appreciated. I learned so much from you.

I plan to continue my career research about your company and the job you have. It is my goal to some day be an accountant.

Sincerely, John Smith

You can email your thank you note to JAJobSpark@jaindy.org. This will go to a Junior Achievement staff member and then it will be forwarded to the correct person. If you would like to send a handwritten thank you note in the mail, our address is Junior Achievement, 8395 Keystone Crossing, Suite 102, Indianapolis, IN 46240. Please note on the envelope to deliver to Cindy or Molly.

JA JobSpark

JA JOBSPARK REFLECTIVE ESSAY

Complete a reflective essay about JA JobSpark. Your teacher will determine how many paragraphs to include for your reflective essay.

WHAT IS A REFLECTIVE ESSAY?

When you write a reflective essay, you write your thoughts about something, rather than writing a summary or description of that something itself. A reflective essay will give the reader a deeper understanding of what you experienced at JA JobSpark. It shares your feelings and what you think about the experience.

Think about JA JobSpark. Then, write about how it makes you feel and how it relates to your life. Below are some reflective questions and sentences to include in your essay.

I was surprised that...

This impacted me by....

JA JobSpark made me feel....

How will it effect how you plan for high school?

How has it impacted your life?

What did it make you think?

How did you react to a topic or career choice?

What did you like about it?

Why should JA JobSpark take place?

What did you dislike about it?

I never thought about...

I would change...

If you were planning JA JobSpark...



SUPPLEMENTAL RESOURCES



OVERVIEW

Teachers can share the supplemental resources with the students to give enhanced learning opportunities. The focus is to help students in learning the importance of building their personal brand, creating a resume, job interview dos and don'ts, and finding INDemand Jobs.

OBJECTIVES

- Students will learn the importance of building their personal brand. They will reflect on their own personal brand image.
- Students will create a resume using the resume tips, sample, and template provided.
- Students will be introduced to the dos and don'ts in a job interview.
- Students will gain exposure to "INDemand Jobs".
- Students will have the opportunity to write a reflection essay about JA JobSpark. (Optional Activity also shared in session 4)

PREPARATION

- 1. Post the student website, if you have not already done so. If you are posting specific links to the e-learning platform for this session, post what you desire.
- 2. You can download and print off any materials from the student link, if a hard copy is desired.
- 3. View the links in the supplemental resources to familiarize yourself with the content.

MATERIALS

- Make sure you have posted the website or links in session three to the e-learning platform. All materials and links for students are located in this button.
- Charged computer
- Pen or pencil
- Earbuds
- Zoom platform, Flipgrid, or any other discussion board platform your school uses (if learning remotely).



INSTRUCTIONAL OUTLINE

Anytime it is mentioned in the lesson to share or have a discussion as a class, this can be done via Zoom, discussion board, Flipgrid, in class, or any other engagement platform. Also, submissions for student work can be your choice; downloaded by a student and sent to a dropbox, printed off and turn in hard copy, emailed, etc. All student materials are in the form of a fillable PDF.

• Introduce the key words and concepts that are appropriate for your lesson.

Building Your Personal Brand

- Have students watch the **"Building Your Personal** Brand" video.
- Facilitate the discussion question at the end of the video. If desired, instruct students to submit their responses as a hard copy in class or on a discussion board via your e-learning platform.
- Go over the guide for **"What I can Do Today, to Help My Tomorrow"**. Have a classroom discussion about things you can do today that will help you build your personal brand for the future.
- Complete the **personal brand reflection sheet**. Share with a parent, friend, or teacher to get their opinion on your personal brand image.

Resume Writing

- Share with students the **tips on writing a resume** and the sample resume.
- Have students **complete their own resume** with the template provided.

Job Interview Tips

 Review the job interview dos and don'ts. Site any appropriate examples from your experiences or other experiences about interviewing.

INDemand Jobs

 The students can view the InDemand Jobs link www.INDemandjobs.com. This will give them an idea of jobs that are needed for the future. Facilitate a discussion on why these may be INDemand Jobs, what jobs interest them, and skills or education level needed to obtain one of these jobs.

JA JobSpark Reflection Essay Assignment

 Assign students a reflection essay to submit. Guidelines and details are included in the student link. Ask students to submit for a grade, if desired.

NOTES

JA JobSpark^{*} KEY WORDS & CONCEPTS:

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

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

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

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

Resume – A written summary of a person's education, skills, and work experience.

KEY WORDS & CONCEPTS



ELEVATOR PITCH

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



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 BRAND

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



RESUME

A written summary of a person's education, skills, and work experience.





WHAT CAN I DO TODAY TO HELP MY TOMORROW?

Tips for Enhancing Your Personal Brand...

Here are some things you can do today to help you develop the positive work habits and skills you will need for tomorrow's world of work. You can start now to build your personal brand.

• GET INVOLVED

Join a club or youth organization, or participate in a sport or outdoor activity (for example, Boy Scouts, Girl Scouts, 4-H, local community center, youth group).

• TAKE PART IN FAMILY ACTIVITIES AND EVENTS

• SELL SOMETHING

Set up a lemonade stand, school fundraiser, crafts!

- TAKE UP A HOBBY
- TRAVEL
- VOLUNTEER
- LEARN A NEW COMPUTER SKILL OR FOREIGN LANGUAGE

• TAKE RISKS

Try new activities that may lead to new learning.

• DO DAILY CHORES OR FAMILY RESPONSIBILITIES WITHOUT COMPLAINING

• WORK SUMMER OR PART-TIME JOBS

Babysitting, lawn mowing, working for a family business, etc.

• EARN A CERTIFICATE, LICENSE, OR PERMIT

(for example, CPR license, work permit, fishing license, babysitting training certificate).







PERSONAL BRAND

Name: _____

| 1. 2. | |
|----------|--|
| 2. | |
| | |
| 3. | |

| LIST TWO POSITIVE WORDS A FRIEND WOULD USE TO DESCRIBE YOU: | LIST TWO POSITIVE WORDS A TEACHER, PAREN OR GUARDIAN WOULD USE TO DESCRIBE YOU: |
|--|--|
| 1. | 1. |
| 2. | 2. |
| | |

Check the words that describe you. Then, circle the attributes you would like to be true about you, but that you need to practice. Finally, add some words to describe you that are not on the list.

| Ambitious | Generous | Organized | Team Player |
|---------------|-------------|--------------|-------------|
| Brave | Gentle | Persuasive | Thoughtful |
| Cheerful | Hardworking | Positive | Tolerant |
| Compassionate | Helpful | Proud | Trustworthy |
| Confident | Honest | Respectful | Warm |
| Creative | Honorable | Responsible | |
| Dependable | Independent | Sensitive | |
| Determined | Imaginative | Sincere | |
| Energetic | □ King | Smart | |
| Enthusiastic | Likable | □ Strong | |
| Flexible | Loyal | Successful | |
| Friendly | Mature | □ Supportive | |
| | Motivated | □ Talented | |

TIPS FOR WRITING A RESUME

A resume is a written summary of a person's education, skills, and work experience. There is no one right way to write a resume, but below are some tips for making a great first impression in writing.

STICK TO THE BASICS

Look professional by using white or cream-colored paper and a simple font. Colored paper is inappropriate. Avoid busy visuals like clip art and colored ink. Keep it brief; one page is usually enough.

FOCUS ON ACCOMPLISHMENTS

Present yourself! Even if you haven't had a paid job yet, describe previous experience or skills and list any awards or leadership roles. Include clubs and activities.

BE SPECIFIC

As you list previous positions or activities, include specifics such as names and dates. This sets you apart from the crowd. Keep in mind, many companies have software that searches keywords to preview your resume, so if it does not find specific words, it may eliminate you as a candidate.

CHECK THE FACTS

Do not estimate dates and titles. If you are unsure of an employer's title, dates of your previous jobs, or any other details, don't guess, look it up instead. Stretching or estimating information will come back to haunt you.

INCLUDE THE RIGHT INFORMATION

Include accurate and honest information that presents you in the best possible light.

KEEP IT PROFESSIONAL

Leave off hobbies that don't reflect professional job skills, your height, weight, religion, family, or any other personal information off your resume.

PROOFREAD, PROOFREAD, PROOFREAD

Always use spell-check. It identifies many typos but not all. Proofread your work several times, and ask a friend or family member to review it as well. If an employer finds typos, it could be enough to remove you from consideration.

ACTIVITY: Choose a job you might be interested in and begin composing a draft of a resume using the following page as a template:



RESUME TEMPLATE

First and Last Name

Mailing Address City, State, Zip Code Phone Number Email Address

(Note: your email address should be simple and should not contain inappropriate words.)

EDUCATION

School name, highest grade/degree completed

DATES (City, State)

ACHIEVEMENTS

- School awards
- · Club awards or accomplishments
- Other significant achievements

EXPERIENCE & SKILLS

(Note: Include paid work and volunteer work.)

Month, Year Started – Month, Year Ended

(Note: Start with your most recent experience.)

- List skills and knowledge you used in this position.
- ٠
- •

Month, Year Started - Month, Year Ended

(Note: Start with your most recent experience.)

- List skills and knowledge you used in this position.
- •
- •

OTHER SKILLS & ACTIVITIES

(Note: Only include activities and hobbies that reflect possible job skills.)

- For example: Foreign language skills
- · For example: Computer skills word processing, Internet, email
- Sports, length of time participated
- · Community clubs and organizations, length of time participated
- Hobbies, length of time participated

REFERENCES

(Note: Do not include family members. Also, receive permission in advance to use the person as a reference.)

- · First and last name; relationship to you; phone number or email
- · First and last name; relationship to you; phone number or email



JOB EXPERIENCE:

List three job experiences you have had. You may include babysitting, mowing lawns, washing cars, etc. Chores that you do at home can be considered a job - they are a responsibility!

| JOB | Description, when, how often |
|-----|------------------------------|
| | |
| | |
| | |

SPECIAL SKILLS:

INTERESTS & HOBBIES:

List any clubs/teams you belong to:

List your personal hobbies and interests:

COMMUNITY SERVICE: List any volunteer work that you have done to help your community (include work that you have done through clubs such as the Boy/Girl Scouts, Church, etc). Examples: raising money for the needy, working at an animal shelter, helping senior citizens, personal giving - donating money to a cause, recycling.

JOB INTERVIEWS

DO

- Get a good night's sleep.
- Take a shower.
- Dress up. Look like a business expert.
- Check your appearance in the mirror.
- Mute cell phones and all other digital devices.
- Be able to show that you know about the company.
- Remember that first impressions matter.
- 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. Don't ramble on.
- Make eye contact.
- Smile.
- Stand tall. Sit straight.
- Be adaptable. (No job is a perfect fit.)
- Bring a resume with contact information and strong references.
- Bring a portfolio with work samples if you have some experience to show off.
- Follow up with a thank-you note or email.

DON'T

- Be late.
- Bring a friend.
- Chew gum.
- Wear sunglasses or headgear, such as a hat or bandana.
- Be sarcastic or disrespectful.
- Mumble. Slouch. Twitch.
- Criticize your former employers.
- Ask the salary or pay until you've been offered the position.
- Expect too much too soon. No one owes you
- a job. You have to earn it.Include false information on your application or in the interview.

DEMONSTRATE EMPLOYABILITY SKILLS IN INTERVIEWS:

- Repeat the interview question to yourself and make sure you know what is being asked.
- ✓ Pause to formulate your answer.
- Include a brief example in your response that demonstrates you have the soft skill, even if you are asked a yes or no question. The example should be:
 - > Brief but with details
 - > Applicable to the job
 - > Recent
 - > True and believable
 - > Clear and answer the question



KEY TERMS:



CONSTRUCTIVE FEEDBACK

A suggestion that is intended to help or improve.



ENTREPRENEURIAL SPIRIT

Viewing business problems as opportunities for innovation.



4

EMPLOYABILITY SKILLS

The essential skills, personal qualities, and values that enable you to thrive in any workplace.



TECHNICAL SKILLS

The abilities and knowledge used in a specific profession.

WORK ETHIC

A set of values based on hard work and doing the right thing.

JA JobSpark

JA JOBSPARK REFLECTIVE ESSAY

Complete a reflective essay about JA JobSpark. Your teacher will determine how many paragraphs to include for your reflective essay.

WHAT IS A REFLECTIVE ESSAY?

When you write a reflective essay, you write your thoughts about something, rather than writing a summary or description of that something itself. A reflective essay will give the reader a deeper understanding of what you experienced at JA JobSpark. It shares your feelings and what you think about the experience.

Think about JA JobSpark. Then, write about how it makes you feel and how it relates to your life. Below are some reflective questions and sentences to include in your essay.

I was surprised that...

This impacted me by....

JA JobSpark made me feel....

How will it effect how you plan for high school?

How has it impacted your life?

What did it make you think?

How did you react to a topic or career choice?

What did you like about it?

Why should JA JobSpark take place?

What did you dislike about it?

I never thought about...

I would change...

If you were planning JA JobSpark...



JAJObSpark Redefining Hands On



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