

# JA JobSpark

Inspiring our future workforce.

# 2024 CURRICULUM



# 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, hands-on career expo that focuses on 8 industry clusters to educate young people on future careers in demand, when they graduate. This initiative combines classroom learning prior to and after attending the event. JA JobSpark is meant to “spark” an interest in students and get them excited for their future. Companies from all over Indianapolis, partner to bring their tools, equipment, machines and hands-on activities to the event for students to experience. Students will have an opportunity to talk with Industry Professionals (volunteers) about their careers. Students will learn about the skills needed for their future careers and will be able to try out 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 one of many JA programs on career exploration that is offered to students throughout their academic experience, beginning in elementary school. Upon completion of this initiative, students will have real insights into the industries that interest them and a better understanding of the skills needed and education required for future 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 of the sessions provided in this curriculum meet the Indiana State Standards provided on page 3.

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: [www.jajobspark.org/curriculum](http://www.jajobspark.org/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 the links you want the students to have during a specific session on your e-learning platform. The teacher can decide which materials a student will submit. All materials are in the form of a fillable PDF. They can be taught in class, submitted in a Dropbox, emailed or printed. Teachers can use any engagement platform for classroom or small group discussions.

## JA JOBSPARK GOALS

Through classroom activities and participation at the JA JobSpark event, 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.LS.11, 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, Naviance, or Xello) 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, [www.jajobspark.org/curriculum](http://www.jajobspark.org/curriculum), 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, Naviance, or Xello are recommended, **choose only one**); ensure that you have any necessary log-in information so that students can create and/or access their accounts.
3. Practice the registration process for Indiana Career Explorer, Naviance, or Xello 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, Indiana Career Explorer, or Xello.

### MATERIALS

- Make sure session one is posted on your e-learning platform, all materials and links for students are located there.
- Student login information and passwords are needed to access the online career assessment. These may be provided by your school or a new account may need to be created by each student, depending on the assessment tool that you are using (Naviance, Indiana Career Explorer, or Xello).
- Charged computer
- Discussion platform your school uses
- Pen or pencil

## INSTRUCTIONAL OUTLINE

This lesson is designed to take 30-45 minutes.

**Note: 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. Students will interact with a variety of industry professionals and experience hands-on activities related to 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, Indiana Career Explorer, or Xello**). Provide login information or instructions on creating an account, if students don't already have one. This information may be supplied by your school.
- Once students take the online career assessment, they will complete the **career assessment reflectio** . 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

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### 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.

# 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. Go to [student.naviance.com](https://student.naviance.com).
2. Type school name or use city/zip code to search.
3. Click on the school.
4. Select student and then select login with Clever or type in your username/password.
5. Once you have logged in, go to the **Self-Discovery** tab at the top of the screen and click on it. Move to the 3rd option on the menu titled **Career Key** - This assessment will help you determine what your skills, abilities, and interests are and match you with potential careers and/or possible majors in colleges.
6. Once finished with the Career Key, go to the **Self-Discovery tab again**, click on it, and go to the 2nd option on the menu titled **Career Cluster Finder**. This assessment will combine your activities, school subjects, and personal qualities and match you with potential careers/majors.
7. Tip! You can **favorite your recommended careers/career clusters** OR you can go to the **Careers** tab at the top, click on **Explore Careers or Explore Clusters and Pathways** to see get more information on all careers/clusters.



# CAREER ASSESSMENT INSTRUCTIONS INDIANA CAREER EXPLORER

1. Click on Indiana Career Explorer (or type in [www.IndianaCareerExplorer.com](http://www.IndianaCareerExplorer.com)) and click **Join Today for K-12**.
2. On the main page scroll down to **Take an Assessment**. You will then need to register for an account to take the assessment. Click **Register Now**.
3. Follow the steps to register for an account then click **Register**. Make sure you write your username and password down in a safe location where you will not lose it.
4. Under **Career Exploration** in the top right-hand area, click on **Assessment**. Click on **Start Now** under **Career Interest Assessment**.
5. Once you complete the assessment, use your results and other available tools to support your ongoing education and career exploration and planning.
6. Use the tools on the student dashboard to start experiencing a range of hands-on career opportunities as you chose a path of employment, enrollment, or enlistment leading to service.

## Re-enter Into Your Account

To reenter your account, go to [www.IndianaCareerExplorer.com](http://www.IndianaCareerExplorer.com) and click “**Log 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. Visit [JAJobSpark.org/curriculum](https://JAJobSpark.org/curriculum), if you have not already done so. If you are posting specific links to your 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 your e-learning platform. All materials and links for students are located in this button.
- Charged computer
- Pen or pencil
- Earbuds
- Discussion platform your school uses (if desired).

## INSTRUCTIONAL OUTLINE

This lesson is designed to take approximately 45 minutes.

**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.

**Discussion Question: What advice did you learn from this video about how to be successful in your career?**

- 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. If printing off, please select print to scale before printing.
- **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 [JAJobSpark.org/students](http://JAJobSpark.org/students). 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

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### JA JobSpark 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 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.



# 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.



## 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.



## 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

- 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!

## MINDSETS

### Lifelong Learning



Demonstrate willingness to work and learn, and continually apply new knowledge.

Possess belief in own ability to succeed and assert self when necessary.



### SELF-CONFIDENCE

## LEARNING STRATEGIES

### Effective COMMUNICATION

Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.

### DECISION-MAKING

Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.



### INITIATIVE

Apply self-motivation and self-direction to work and learning.



### ATTENTION TO Detail

Achieve thoroughness and accuracy when accomplishing a task.



### PROBLEM SOLVING

Apply critical and creative thinking skills to resolve problems.



### APTITUDE & Awareness

Identify and communicate individual interests and skills that align coursework and experiences to potential career paths and to in-demand occupations.



## WORK ETHIC

### Self-Discipline

Demonstrate self-control and behave in accordance to rules with minimal direction.



Successfully carry out expectations with minimal supervision.



### INDEPENDENCE

### PERSEVERANCE

Demonstrate endurance and capacity to complete tasks.

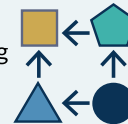


### Time Management & Organization

Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.

### ADAPTABILITY

Manage transitions and adjust to changing situations and responsibilities.



### INTEGRITY

Act in a trustworthy and honest manner.



### PROFESSIONALISM

Demonstrate skills and behaviors appropriate for school and work.

## SOCIAL & EMOTIONAL SKILLS

### CONNECTION



Demonstrate the ability to network with others through social awareness and cultural sensitivity.

### REGULATION

Recognize and manage one's emotions.



### Collaboration

Work well with others in a team.



**INSTRUCTIONS:** Read each statement below about your employability skills. Mark the column that best represents you.

Name: _____	This employability skill is a strength of mine. I already do this pretty well.	This employability skill is a weakness of mine. I need to work on it.	I need to learn more about this employability skill. I'm not sure if I'm good at it or not.	Record examples of when you demonstrated this skill or possible ways to strengthen it. Examples can come from your daily routine; they don't have to be from a single, isolated story.
1. I have a strong work ethic, even when no one is looking over my shoulder to be sure I'm doing the right thing.				
2. I am good at influencing others or being a leader in a group when it is needed.				
3. When someone points out a weakness of mine, I use the information to improve myself without being negative to that person.				
4. When facing a challenge, if I have done everything I can do and still don't have a solution, I find the person who can help me and ask for help.				
5. When facing change, I can be flexible.				
6. I prioritize and plan my tasks so that I meet deadlines.				
7. I am organized.				
8. When under pressure, I am able to stay calm and focused on the task at hand.				
9. I generally have a positive attitude. I am pleasant to be around.				
10. Regardless of how my own day is going, I remain polite to those around me, using "please," "thank you," and "I apologize" as necessary.				

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. On Your Own: 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.

## 1 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.**

## 2 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.**

## 4 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.**

## 6 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](http://www.jajobspark.org/students) and scroll down to **2024 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 Employability Skills button 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?

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



## COMPANY 2

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?

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



## COMPANY 3

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?

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

 **COMPANY 4**

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?

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

 **COMPANY 5**

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?

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



# SESSION 3

## Preparing for JA JobSpark

### 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 Industry Professionals. Tips will be given on what to do on the day of JA JobSpark.

### 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 Industry Professional.
- 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 your 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. 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.

**Discussion Question:** Why is it important to ask good questions? What question did you hear in the video that you want to ask during JA JobSpark?

### MATERIALS

- Make sure you have posted the website or links in session three to your e-learning platform. All materials and links for students are located in this button.
- Charged computer
- Pen or pencil and earbuds
- Discussion platform your school uses
- 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 5th. 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.

## INSTRUCTIONAL OUTLINE

This lesson is designed to take approximately 45 minutes.

**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.
- 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.
- 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

## NOTES

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### JA JobSpark 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 Allison Transmission?
  
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 professionals good questions. 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

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- Get a good night sleep
- Know your school's instructions
- Make sure you have prepared some questions for the volunteers

## ON DAY OF EVENT

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- Be on time
- Wear your JA JobSpark T-Shirt & Backpack
- Have a good attitude; be respectful
- Pay attention
- Only use cell phone when requested/appropriate
- Have your questions ready
- Engage with business professionals and volunteers
- Be able to show that you know about the company or industry when asking questions
- Complete & submit your student passport



## ABOUT THE JA JOBSPARK EVENT

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- Be the best you!
- Demonstrate appropriate behavior
- Use the signage to guide you
- If you need help or get lost, visit the Info Desk in the center of the building you are in
- Visit a minimum of 5 out of 8 clusters (or all 8 if possible)
- Know your school's plans for exiting
- Have fun!



## Permission Slip and Media Release | September 24, 2024

Students are invited to participate in JA JobSpark with more than 100+ industry partners providing hands-on activities to complete and 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](http://www.jajobspark.org))

# JA JOBSPARK PERMISSION SLIP/MEDIA RELEASE

Tuesday, September 24, 2024  
Indiana State Fairgrounds  
1202 East 38th Street | Indianapolis, IN 46205  
[www.jajobspark.org](http://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: \_\_\_\_\_

*(Student's Name Here)*

\_\_\_\_\_ has my permission to attend JA JobSpark on  
**Tuesday, September 24, 2024**, at the Indiana State Fairgrounds.

Parent/Guardian Name: *(PRINT)*

Parent/Guardian Signature:

Date:

Emergency Contact Name:

Emergency Contact Phone:

**Student Agreement:** By signing this form, I am agreeing to the below guidelines. I agree to:

- 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.

Student Name: *(PRINT)*

Student Signature:

## Permission Slip and Media Release | September 25, 2024

Students are invited to participate in JA JobSpark with more than 100+ industry partners providing hands-on activities to complete and 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](http://www.jajobspark.org))

# JA JOBSPARK PERMISSION SLIP/MEDIA RELEASE

Wednesday, September 25, 2024  
Indiana State Fairgrounds  
1202 East 38th Street | Indianapolis, IN 46205  
[www.jajobspark.org](http://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: \_\_\_\_\_

(Student's Name Here)

\_\_\_\_\_ has my permission to attend JA JobSpark on  
**Wednesday, September 25, 2024**, at the Indiana State Fairgrounds.

Parent/Guardian Name: *(PRINT)*

Parent/Guardian Signature:

Date:

Emergency Contact Name:

Emergency Contact Phone:

**Student Agreement:** By signing this form, I am agreeing to the below guidelines. I agree to:

- 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.

Student Name: *(PRINT)*

Student Signature:

## Permission Slip and Media Release | September 26, 2024

Students are invited to participate in JA JobSpark with more than 100+ industry partners providing hands-on activities to complete and 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](http://www.jajobspark.org))

# JA JOBSPARK PERMISSION SLIP/MEDIA RELEASE

Thursday, September 26, 2024  
Indiana State Fairgrounds  
1202 East 38th Street | Indianapolis, IN 46205  
[www.jajobspark.org](http://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: \_\_\_\_\_

*(Student's Name Here)*

\_\_\_\_\_ has my permission to attend JA JobSpark on  
**Thursday, September 26, 2024**, at the Indiana State Fairgrounds.

Parent/Guardian Name: *(PRINT)*

Parent/Guardian Signature:

Date:

Emergency Contact Name:

Emergency Contact Phone:

**Student Agreement:** By signing this form, I am agreeing to the below guidelines. I agree to:

- 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.

Student Name: *(PRINT)*

Student Signature:



# 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. Students will be given the opportunity to do a deeper dive on the virtual platform about the industries that interested them most.

### 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 Industry Professional.
- Students will provide feedback and express their thoughts and feelings on the JA JobSpark program by completing the survey.

### PREPARATION

1. You can download and print off any materials from the student link, if a hard copy is desired.
2. Complete the teacher survey.
3. Remind students to complete the student survey.

### MATERIALS

- Charged computer
- Pen or pencil
- Earbuds (optional)
- Discussion platform your school uses

## INSTRUCTIONAL OUTLINE

This lesson is designed to take 30-45 minutes.

**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 and goal setting worksheet**. 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.
- **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.
- See student tips for virtual platform.
- **JA JobSpark Certificate of Completion** download and complete the certificate for students.
- If time allows, continue to use the virtual platform and/or visit the supplemental materials.

## NOTES

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# PERSONAL REFLECTION & GOAL PLANNING



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?

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

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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.

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:

# 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 an 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 recipient for]. [Sentence or two about why the recipient's contribution was meaningful to you.] [Optional: A sentence praising the recipient for their kindness, generosity, etc.]

[Optional: Any personal closing statement.]

[Sign-off],

[Your Name]

### EXAMPLE

Dear Ms. Dant,

Thank you for sharing 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](mailto:JAJobSpark@jaindy.org). This will go to a Junior Achievement staff member and then it will be forwarded to the correct person.

# 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.

## PREPARATION

1. You can download and print off any materials from the student link, if a hard copy is desired.
2. View the links in the supplemental resources to familiarize yourself with the content.

## MATERIALS

- Charged computer
- Pen or pencil
- Earbuds
- Discussion platform your school uses



## INSTRUCTIONAL OUTLINE

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.
- 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. Junior Achievement will forward any email thank you notes to the appropriate person. [JAJobSpark@jaindy.org](mailto:JAJobSpark@jaindy.org) (add attention to Molly Baines).

### 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](http://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

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## 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.



## 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.

# 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: \_\_\_\_\_

## NAME THREE THINGS YOU'RE GOOD AT:

- 1.
- 2.
- 3.

## LIST TWO POSITIVE WORDS A FRIEND WOULD USE TO DESCRIBE YOU:

- 1.
- 2.

## LIST TWO POSITIVE WORDS A TEACHER, PARENT OR GUARDIAN WOULD USE TO DESCRIBE YOU:

- 1.
- 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	
Funny	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.
- 
- 

### 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

Name: \_\_\_\_\_

**CAREER INTEREST:**

List three careers that interest you the most (in order of preference).



- 1.
- 2.
- 3.

**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:**

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**JOB EXPERIENCE:**

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.

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**EDUCATION:**

What education level do you plan to complete? You may check more than one:

High School

College

Military

Technical School/Training

More than 4 years of college  
(Advanced degree)

Other:

\_\_\_\_\_

# 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 and sit straight.
- Be adaptable.
- 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, or 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.



### 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

# 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?

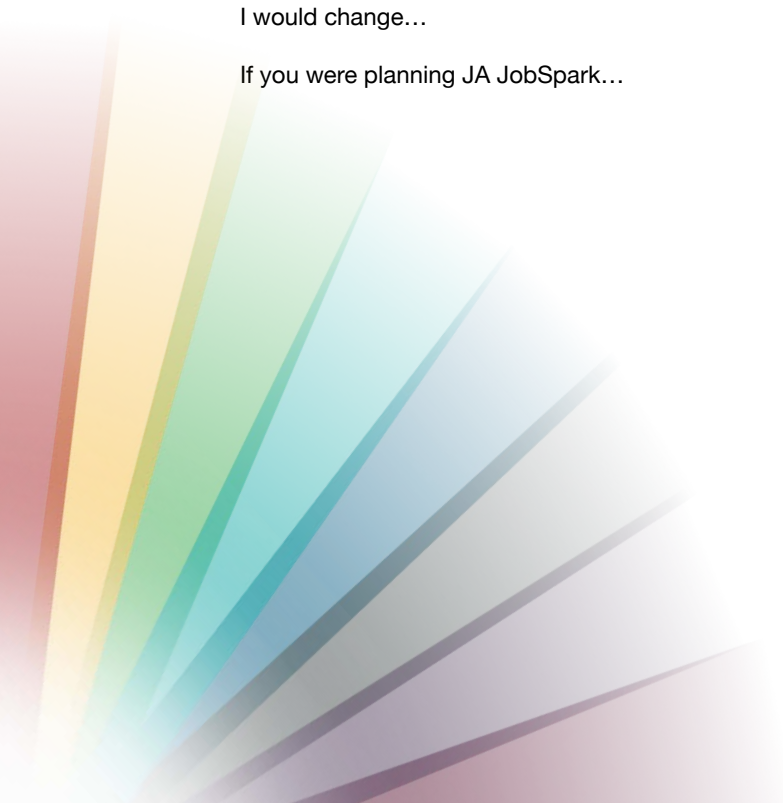
Why should JA JobSpark take place?

What did you dislike about it?

I never thought about...

I would change...

If you were planning JA JobSpark...





# JA JobSpark

Inspiring our future workforce.



Junior  
Achievement™  
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