

### Additional Resources:

The following tools are available to support you in presenting the JA It's My Future Program:

Teaching Tips

Program Synopsis

For printable JA Certificate Templates, Table Tents, and Name Tags, you may visit our website for a downloadable template at: <https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources>

Developmental Characteristics for Middle School Students

For additional information and tips visit the Junior Achievement USA website at: [http://www.ja.org/involved/involved\\_vol.shtml](http://www.ja.org/involved/involved_vol.shtml)

To view a training video for this program, you may visit the JA website at: <http://www.jasd.org/Volunteers/>

### Preparation Checklist

- Thoroughly read your Guide for Volunteers & Teachers, plan lessons and relevant stories to share with students
  - If you have a partner, meet to discuss how you want to teach the lessons
  - Separate and organize all materials for lessons into 6 separate folders
  - Fill out certificates with school, date & your signature (teacher will do other fields)
- Optional: Create your own logo in advance to show as an example. Use the extra set of bendable sticks. (Session 1)
- Optional: Two optional Brand Flash Cards are included in the set if you choose to add local brands that the students may recognize. Another option is to glue onto the blank cards pictures of celebrities and famous figures who have a distinctive brand. (Session 1)

### Characteristics of Middle School Students (11 to 14 years old)

- Young teenagers want to be treated like adults and respected by adults, though they may not have the capacity to always act like adults.
- “Talking back” is common for this age group. They openly reject adult advice in order to look “cool” for their friends, important considering their need for peer acceptance. Don’t take it personally, and remember that they light up when an adult compliments their work.
- Their maximum attention span for one activity is 30 minutes. Use different teaching methods — discussion, group work, writing, etc; and give students the chance to apply what they learned.
- Expect your students to have high energy and sociability, allow them a lot of peer interaction when it relates to the lesson, but make sure they are on task.
- Prior to beginning your first lesson, take some time to build a relationship with your students, to help with classroom management, and your impact as a role model.

### Introduction & Icebreaker

**Option A, Two Truths & A Lie:** Write 3 things about your career on the board, 2 truths, 1 lie. (Example: “I went to college at CU, I wore a hat with a chicken on it for my first work uniform, I used to drive a school bus”). Have the kids vote on which is untrue. Next, have each of them stand up, introduce themselves, and tell you one true thing about themselves.

**Option B, Share About Your Career:** Bring some photos, or share a PowerPoint with images of your career experiences. Focus on how they impacted you or changed your perspective. Ask students to introduce themselves to you one at a time, sharing what career path they are most interested in.

**Option C, Your Own Icebreaker:** You are welcome to use your own icebreaker activity. Try to find something that allows you to introduce yourself, as well as meet each individual student. Make sure it is age appropriate and fun!



Visit JA's online

**Volunteer**

**Resource**

**Center**

for additional tools and tips.

<http://www.jasd.org/Volunteers/JAItsMyFuture.html>

**Helpful Hints:**

- You may want to have sheets of paper and tape available for students to create their logo.
- Have students sketch an idea *before* handing out the bendable sticks.
- Examples of a famous person who have a positive image: Oprah Winfrey, Angelina Jolie, Colin Powell, Willie Robertson, Kevin James, Tom Hanks, Tim Tebow, Demi Lovato, Mandisa, Carrie Underwood, Reggie White, Taylor Swift, Barbara Walters, Mother Teresa

**Potential Challenge:**

Students may be challenged to connect the idea of a company brand to themselves. Provide personal examples of what might hinder their brand.

**If Time Permits...**

- ⊕ Bring pictures of positive and negative celebrities and get feedback as to why they are positive or negative from the class.
- ⊕ Arrange logos by similar traits to determine what can be communicated through color, font, pictures, shapes, etc.
- ⊕ Have students use their cell phones to take a picture of themselves with their finished logo to show friends and family. Follow up in a later lesson and discuss if their friends and family agreed with their brand.

**Guiding Questions:**

- What do you use to brand yourself?
- What does your “electronic brand” say about you? (Ex. Social networking sites)
- How can you make your brand more positive?
- What do you need to avoid to keep your brand positive?

**Session 2: Career Clusters**

**Helpful Hint:**

- Ask students several “Would you rather” questions as an icebreaker. Examples include:
  - ◆ Nike/Adidas
  - ◆ Comedy/Action movies
  - ◆ Escalade/Honda Accord
  - ◆ Dog/Cat
  - ◆ Subway/McDonalds
- Bring tape to hang the Career Cluster Charts.
- Make sure students have a pen or pencil before they get up and move around for the activity.
- Have the sticky note pads separated into a set with all four colors clipped together or in an envelope to make it easier to distribute to groups.
- Before handing out the sticky note pads explain they will need to work together as a group and every student should be involved in the design and execution.
- Provide legal or 11X17 paper for each group.

**Potential Challenges:**

- There may be limited space to hang the Career Cluster Charts. Consider having students work in pairs and passing them around the room. Or hang them 8 at a time.
- You could also choose to have students stand in a circle around the room and put them flat on the desks. This will help students move around during the activity.

**If Time Permits...**

- ⊕ Have students put their initials on one career that interests them the most. Discuss how diverse the choices are even inside this one classroom.
- ⊕ Have each student share 3 or 4 careers that interest them and why.
- ⊕ Have each group show their mural to the class.
- ⊕ Ask why it is important to think about the future?

**Guiding Questions:**

- What is your dream career?
- Do you want to have a job you enjoy?
- Do you want to make a difference in the world ?
- How do you choose a career?  
Ex—Doctor/Biochemist/computer programmer/medical research/Chef/Legislator/EMT/Construction
- Would you consider a job you dislike for more money?

For more information on career clusters visit: <http://www.careertech.org/career-clusters/glance/careerclusters.html>

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**Helpful Hints:**

- Share with students how your middle/high school experiences shaped the direction you took in life.
- Make enough copies for each student of the “Preferred Work Environment Inventory” on page 26 in the volunteer guide and have students complete it before the career fair activity.
- Provide markers to make the posters.

**Potential Challenges:**

- Students may receive a career they are not interested in personally and want to change groups. Explain they are to learn about, brainstorm and advertise to the rest of the class about their given career.

**If Time Permits...**

- ⌚ Lead students in a discussion about something about a job they hadn’t considered before this lesson.

**Guiding Questions:**

- What skills do you have? (Ex. drawing, sports, solving math problems, riding a horse, taking pictures, play an instrument, martial arts, bilingual, organization, time management, completing tasks, good leader, debate)
- What interests do you have? Some interests and skills can be the same (Ex. Shopping, movies, reading, traveling, texting, playing video games, being outside)
- What doesn’t interest you?
- If you were able to spend a night in the Smithsonian Museum in Washington DC – where would you visit first?
- Is it just a degree that will make you successful in a career? What else might you need?

**Session 4: Career Mapping**

**Helpful Hints:**

- Discuss different decision levels. (Ex. Life/death, ethical, what to wear, movie to watch, where to eat)

**Potential Challenge:**

- Students may have difficulty thinking of past milestones or thinking ahead to the future. Remind them that they all have had previous milestones. Have them think about their role models or parents lives for ideas of possible future events.

**If Time Permits...**

- ⌚ Discuss with students that decisions made in middle/high school can affect their lives. And, how knowing what kind of lifestyle you would like to live as an adult helps them prepare.
- ⌚ Discuss the importance of staying in school and how education pays over a lifetime. Visit [http://www.bls.gov/emp/ep\\_chart\\_001.htm](http://www.bls.gov/emp/ep_chart_001.htm) for more information.
- ⌚ Ask students if they have any business ideas and about entrepreneurship.

**Guiding Questions:**

- What would the world be like without law enforcement officers, EMTs and fire fighters?
- Where do you see yourself 10 years after high school?

**Session 5: On the Hunt**

**Helpful Hints:**

- There may be limited space to hang the Scavenger Hunt Posters. Consider having students work in 5 groups and passing them around the room.
- Discuss questions 20 and 21 as a class.
- Spend some time discussing resumes and their importance.
  - ◆ Do an Internet search for “resume tips” to share with the class.
  - ◆ Bring examples of resumes for students to look at.

**Potential Challenge:**

- Remind students that all questions must be answered during the scavenger hunt.

**If Time Permits...**

- ⌚ Hold a mock interview in front of the class with you as the employee and have students ask you the “Four Questions to be Ready For in an Interview”. Role play a good interview and also what not to do and say.

**Guiding Questions:**

- What type of advertising do you use to market yourself?
- What is a resume? What is it used for? Why is it important?

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**Helpful Hint:**

- Discuss how important these skills are in every career path:
  - ◆ Hard Skills – these skills are specific, teachable abilities that are based on fact like speaking a foreign language
  - ◆ Soft Skills – these skills are qualities and strengths that are specific to an individual like effectively communicating or managing time well
  - ◆ Transferable Skills – a transferable skill can be used in a variety of situations or jobs – people transfer them from one job to another. (Ex. Listen, Organize, Filing, Teaching)
  - ◆ Self-Management Skills – Self management skills enable a person to work well in different types of situations with a variety of people (Ex. Honesty, Dependability, Creativity)
- Ideas for Good Employee/Bad Employee
  - ◆ Good Employee—Be honest, Have positive influences, Be loyal, Follows the rules, Have courage, Have perseverance, Have humility
  - ◆ Bad Employee Examples—Make illegal choices, Cheat or plagiarize, Steals, Being dishonest

**Potential Challenges:**

- Encourage students to read through all the soft skills before placing check marks next to the ones they are good at now.

**If Time Permits...**

- 🕒 Have students share their blogs with the whole class.
- 🕒 Compare blogs with the logos created in session one.

**Guiding Questions:**

- Discuss ethical decisions employees face every day. Provide personal examples.
- Questions to ask when faced with an ethical dilemma:
  - ◆ Are any of the choices illegal?
  - ◆ Who will be affected by each choice?
  - ◆ What if my choice made the news?
  - ◆ What would the most ethical person I know choose?
  - ◆ Who can I consult for advice?
- Have the students complete the Post-Test after you are done with the program. Please be sure to report the scores to the JA Office.

**Graduation:**

Make graduation a big deal! Graduate each student with a handshake and their certificate to make it a special occasion.

Certificate Template: <https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources>