

Preparation Checklist

- Thoroughly read your Guide for Volunteers & Teachers. Spend time planning your lessons and think about relevant stories you can share with students.
- You do not need to complete the Pre/Post Test unless your teacher requests it or unless you are specifically asked by the JA Staff to complete them due to a grant requirement.
- Separate and organize all materials for your lessons into seven separate folders.
- For all sessions, provide real life examples. Share with the students what has worked well for you and what hasn't work well and how you learned from it.**
- Visit the online program resource center for additional tips and resources at <https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources>.

Session 1: Get Hired: Critical Thinking and Creativity

Helpful Hints

- When talking to the students about your personal work experiences – think back and provide examples of your first job (i.e. fast food, movie theater, server, babysitting, etc.). Often times, these are the most relatable for the students.
- Instead of having students raise their hands in the “Decisions Have Consequences” activity, consider having the students move to assigned areas of the room to show which solution they would choose. Allow the students to debate their chosen solutions and discuss all possible consequences.
- The poster in the activity “Order Overload Challenge” contains a lot of information, so reiterate that all the provided information is needed to solve the scenario. There is more than one correct answer.
- Collect the Career Success ToolBox envelopes after each session and leave them in the classroom rather than having the students taking the envelope with them.

Session 2: Get Hired: Communication and Conflict-Management Skills

Helpful Hints

- Session two starts off asking the students to “close their eyes” and envision the given scenario. Consider not having the students close their eyes, and rather provide a more visual picture of the professional setting vs. the personal setting. Discuss how their body-language and/or word choice may or may not be different in the two settings.
- For the role-play activity, ask for student volunteers vs. calling on students. To maximize the number of participants, choose new students for each scenario.
- For the students who are doing the role-play, ensure they understand their scenario.

Session 3: Get Hired: Collaboration and Creativity

Helpful Hints

- When introducing the GRPI model, consider having the students identify a school group or activity (i.e. 4-H, FBLA, FCCLA, National Honors Society, Band, Debate, etc.) and complete the GRPI together.
- For “The Team Challenge”, remind the students that they can only use the materials provided (paperclips and cards). They can tear or rip the cards to make smaller sizes, but they can't use scissors.
- Be sure to provide clear directions regarding the scoring card. The team will score their personal structure when time is called. The judge will then come around and score the structure. The “Team's Score after Build” and Judge's Score will be combined for a grand total.
- Consider bringing a ruler to measure the height of the structures.
- Ask the classroom teacher to serve as the judge.
- If time permits, ask the teams what went well and what they would do differently.

Session 4: Get Hired: Strong Soft Skills

Helpful Hints

- Emphasize the difference between transferable skills (i.e. if you are a chef, you need to know how to measure/weigh foods and convert recipes) and soft skills (i.e. strong work ethic, positive attitude, good communication skills, self-confidence, etc.)
- Consider doing the interview activity whole group where the volunteer can interview a few students or have students interview each other in front of the class. Allow the class to discuss what was done well and areas to work on.
- Consider eliminating the “coach” position from the activity. Rather, have students pair up; one student asking the questions and the other answering. Pairs will then switch roles.
- If time allows, consider reviewing the Extended Learning Opportunity on page 34. Offer examples on interview apparel, what to bring with you (i.e. a copy of your resume and references, etc.), and what to do after the interview (i.e. follow-up with requested information, sending a hand-written note of appreciation, etc.)
- Be sure to save enough time to cover the “Interview Dos and Don’ts” on the back of the handout.

Session 5: Know Your Work Priorities

Helpful Hints

- In the activity “I Would Rather”, students may not have a preference of one description over the other (i.e. work indoors vs. work outdoors). Explain to the students that if they really don’t care, don’t mark either and move on.
- Before class, consider cutting the stickers apart so that the students can take them with them to give to friends and/or put in their locker, mirror, or car as a reminder.
- The stickers may be a distraction for the students, so do not hand them out until you are ready to give directions.
- If time permits, ask a few students to share their favorite quote and why.

Session 6: Know Who’s Hiring

Helpful Hints

- Consider doing page one of the Career Guide as a whole group.
- If the class is done reviewing the 16 career clusters before you call time, consider asking a few students to share the areas in which they’d like to do future research.
- Instead of each group reviewing all four occupations, consider distributing one occupation per group and have them determine which game cards are applicable to their occupation. To wrap up the activity, have students report back to the whole group and discuss any overlapping answers.

Session 7: Know Your Personal Brand

Helpful Hints

- Remind students that the scholarship process is often like a job application. Students need to proof their application and cover letter, and confirm that all required pieces are included when submitting the application.
- Remind students the importance of including soft and transferable skills in their applications and their resumes.
- Remind students to make wise decisions when creating their digital profile (i.e. appropriate and positive postings, correct grammar, etc.) Once a post is made, it is out there. Stress the importance of using an appropriately-named email account on applications, resumes, etc.
- Inform students that information obtained by Human Resources is confidential. In the event that groups are talking to one another during the activity, remind students of the importance of confidentiality and therefore students should focus on talking amongst their group only.

Graduation

- Make this time special. Call the students up one-at-a-time to receive their certificates/treats and have other students provide applause. Teach them to shake your hand properly (no ‘limp fish’ or ‘super squeezers’) and to shake with the right hand while accepting the certificate/treat with the left.