## TABLE OF CONTENTS

### Overview

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>1</td>
</tr>
</tbody>
</table>

### Lesson 1: Interests and Skills

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>3</td>
</tr>
<tr>
<td>Application and Extension Activities</td>
<td>13-24</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>25</td>
</tr>
</tbody>
</table>

### Lesson 2: Applying for a Job

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>26</td>
</tr>
<tr>
<td>Application and Extension Activities</td>
<td>35-43</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>44</td>
</tr>
</tbody>
</table>

### Lesson 3: Job Interviews

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>45</td>
</tr>
<tr>
<td>Interview Response Forms</td>
<td>46-49</td>
</tr>
</tbody>
</table>

### Lesson 4: Elections

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>52</td>
</tr>
<tr>
<td>Job Assignments</td>
<td>56</td>
</tr>
<tr>
<td>Application Activities</td>
<td>57-62</td>
</tr>
</tbody>
</table>

### Teacher References

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>64-67</td>
</tr>
</tbody>
</table>
WORK READINESS

OVERVIEW

Citizens learn how their interests and skills can lead to exciting careers. They have an opportunity to assess their own skills and interests and to see what kinds of jobs are available at JA BizTown. They have an opportunity to fill out a job application and experience the job interview process.

CONCEPTS

**Interests and skills:** Interests are things a person likes to do. Skills are developed abilities that a person does well.

**Careers:** A career is work that matches a worker’s interests, values, and abilities and that often provides an opportunity for advancement. This unit puts an emphasis on STEM and high-demand careers, with citizens learning about four interest-based career types: people, ideas, data, and things.

**Soft skills:** Appropriate workplace behaviors and skills that represent the way good employees act on the job are emphasized in this unit. Through role-play, citizens learn the importance of being punctual, working as a team, dressing appropriately, and being polite to customers.

**Jobs:** There can be a difference between a job and a career. But at this grade level, the terms are used interchangeably in JA BizTown. Citizens have a chance to apply for a JA BizTown job, experience the job interview process, write a resume, and learn interview skills.

Teacher Note

Post Job Descriptions and hand out Classified Ads located in the JA BizTown Jobs tab.
PREPARATION

To prepare for the Work Readiness unit, look through your classroom kit and find the STEM Career Match Cards and the Workplace Scenario Cards. These will be used in Lesson 1. Read through the lessons and determine which activities you will do with your class. The lessons are designed to be somewhat interchangeable, so you can choose activities that best suit your class, your teaching style, and your time limit. Extension activities provide additional learning opportunities on a related topic or concept. Plan for each session to be about 50 minutes long.

Preview the jobs and businesses available at your JA BizTown site and be prepared to assign jobs to your citizens. They will receive their job assignments after Lesson 3: Job Interviews.

Familiarize yourself with the job interview process presented on Pages 45-51. Conduct interviews for the different jobs available at JA BizTown by having parents or other volunteers come in and interview the citizens. You will also be holding elections for Mayor and District Attorney positions; refer to the election material on Pages 52-62.

ASSESSMENT

An assessment that covers the core concepts for this unit is provided on Pages 64 and 65. The answer key immediately follows.
WORK READINESS

Lesson 1: Interests and Skills

LESSON CONCEPTS

Citizens learn how their interests and skills can lead to exciting careers. This lesson puts an emphasis on STEM and high-demand careers as citizens learn about four interest-based career types: people, ideas, data, and things. They have an opportunity to assess their own skills and interests and to see what kinds of jobs are available at JA BizTown.

ESSENTIAL QUESTION: How do I know what kind of career is right for me?

LEARNING OBJECTIVES

Citizens will:

• Recognize their interests and skills.
• Explain the relevance of interests and skills to career exploration and planning.
• Distinguish the differences among the four primary career types: people, ideas, data, and things.
• Categorize STEM careers in different types.
• Demonstrate appropriate workplace behaviors.

MATERIALS

• Citizen Guides
• JA BizTown Job Descriptions, found in the Jobs Tab in the Teacher Guide (these will need to be copied and posted in the classroom)
• Illustration WR-1A, Interests and Skills Survey
• Illustration WR-1B, Career Types (optional)
• STEM Career Match Cards (kit)
• Career-Type Table Tents (kit)
• Workplace Scenario Cards (kit)

Teacher Note

This unit has only two lessons so that you can use one or more class periods to devote to elections and job interviews. More information on interviews and elections can be found in Lesson 3 on page 45 and Lesson 4 on page 52.

The Family Newsletter, on Page 63 will need to be sent home after Lesson 4.
Vocabulary

**Interests**
Things a person likes to do.

**Skills**
Abilities a person has developed and does well.

**SETTING THE STAGE**

- Explain why you enjoy being a teacher. Emphasize that teaching combines your interests and skills.
- Define **interests** as things a person likes to do. Define **skills** as developed abilities that a person does well.
- Invite several citizens to share some of their interests and skills. Then ask the following questions:
  - Can someone have an interest in something without having the skill to do it? (Yes. An example is a sport such as golf. Many people like to play golf, even though they are not very good at it.)
  - How about the opposite of that? Can someone possess a high level of skill at something but not be interested in it? (Yes. Many of us are good at weeding our yards, for example, but most of us do not like doing it very much.)
- Explain that it is important to find a job that you are both interested in and good at doing. Exploring different work options requires knowing your interests and skills.
- Have citizens turn to their Citizen Guides, Page 41, Interests and Skills Survey, and complete the first three questions of the survey. The survey also is available on Page 5, Illustration WR-1A, if you want to display it as a visual aid. (You may choose to have citizens complete the entire page after the activity.)
INTERESTS AND SKILLS SURVEY

Name ____________________________________________

Citizen Alert!

People whose jobs are closely related to their interests and skills are usually much happier at work than people who are working in jobs that are unrelated to their interests and skills.

1. List up to eight things you like to do. These are interests.

_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________

2. Review your list of interests above. Circle the interests for which you also have a high level of skill.

3. Look at the interests that are circled above. Which of these activities is your favorite among those that are circled? (If none are circled, write down the interest you like the most.)

_________________________________________________

STOP HERE UNTIL YOUR TEACHER ASKS YOU TO ANSWER QUESTIONS 4 and 5.

4. To which of the four career types (people, ideas, data, or things) does the activity listed in #3 belong?

_________________________________________________

5. What jobs that belong to this career type would you enjoy doing?

_________________________________________________
_________________________________________________
ACTIVITY

STEM Career Match

The goal of this game is to introduce citizens to different STEM careers while encouraging them to use key words and phrases to determine how those careers fit into the career types introduced in this lesson. Citizens will be given either a picture card or a description card. Using picture or word clues, the citizens will deduce which career type their card represents and move to the area of the room pre-designated for that career type. They will then look for the citizen with the matching card.

1. Define a career as work that matches a worker’s interests, values, and abilities and that often provides an opportunity for advancement. Explain that one way to categorize careers is to define them as one of four types—people, ideas, data, and things. These career types categorize careers by people’s interests.

2. Introduce the characteristics of each career type by holding up one Career-Type Table Tent at a time and reading the description. Place each table tent in a separate area of the room.

3. Announce that citizens will play a game to find out more about different careers and the four different career types. Point out the different areas of the classroom for the different types of careers (for example, people jobs by the closet, data jobs in the back of the room, etc.).

4. Inform the citizens they will use the pictures and descriptions on the cards you will give them to determine the career type of the job on their card. Tell them that these cards focus on careers in science, technology, engineering, and math, also called STEM careers.

OPTION

For a more traditional instructional model on career types, substitute this activity with Application Activity 1, Page 13.
5. Distribute the STEM Career Match Cards to the citizens. Half of the class will have the pictures; the other half will have the descriptions. Be sure each pair will have a match. (If you have an uneven number, give one citizen two cards from the same career type.)

6. To find their career type, citizens should look for key words or picture clues on their card, such as: helping people (people jobs), thinking about (idea jobs), analyzing (data jobs), and working with things (things jobs).

7. When they have determined the career type their card represents, citizens should go to that area of the room and look for the citizen with the matching career card. If they do not find a match, they should try looking in a different group.

8. When all the matches have been made, each pair should introduce their career to the class and summarize the job description.

9. Give the “Go” signal after you have explained the game.

10. At the end of the game, citizens should complete questions four and five in their Citizen Guides, Page 41, Interests and Skills Survey. (If they did not complete the first half of this survey during the Setting the Stage part of the lesson, have them do it now.)

11. Explain that many jobs combine features of different career types. For example, a sales manager works with people but also must develop new ideas to sell goods and services. All careers are worthy, and we can each use our own skills and interests to find the one that best fits our strengths.

---

Teacher Note

To assist you in quickly helping citizens find their place and their match, all people careers begin with the letter P.

Things careers begin with the letter B.

Idea careers begin with the letter A.

Data careers may begin with any other letter.

A full answer key follows this page.

---

Enrichment

Play the game as described, but do not tell the citizens the names of the career types. Instead, have them use the definition to deduce a group heading, such as people, ideas, data, and things.
**STEM CAREER MATCH CARDS**

**People jobs**

**Psychologists** help patients deal with mental or emotional distress or disorders.

**Physics teachers** explain matter and energy to students and help them understand the principles behind how these forces in nature interact.

**Physical therapists** help people who have injuries or disabilities improve or regain movement of their limbs.

**Pharmacists** give medicine to people when a doctor says they need it and help them use their medicine correctly.

**Idea jobs**

**Architects** think of ways to build homes, office buildings, and bridges and then design them using special computer programs.

**Aerospace engineers** think about and design aircraft, missiles, and spacecraft and then build, test, and improve them.

**Agricultural engineers** think of ways to produce more food and give farmers ideas to grow better crops.

**Astrophysicists** study the stars, planets, and the tiny particles that make up the universe and think of theories for how all these things function.
**STEM CAREER MATCH CARDS**

**Biochemists** work with the smallest components of life and try to understand how they interact, using lab instruments and equipment.

**Biomechanical engineers** use their knowledge of biology and work with mechanical devices to improve people’s quality of life, such as building prostheses for those who have lost arms or legs.

**Biofuel technicians** sample and test plant materials and work with them to turn them into usable fuel for homes, businesses, and vehicles.

**Biologists** work with and study animals and wildlife, often outdoors in the animals’ natural habitat.

**Statisticians** analyze numbers and use math to study and interpret what the numbers mean.

**Dietitians** analyze the diets of patients suffering from medical problems and create nutritional programs based on the data.

**Geographic systems analysts** change geographic data into maps, often using information from satellites. They might also create maps to help solve problems, such as identifying which forests might catch fire.

**Cryptographers** analyze, create, and sometimes try to break secret computer programs, called encryption codes.
ACTIVITY

Appropriate Workplace Behaviors

1. Ask if citizens know the words employer and employee. Invite one or two citizens to define each term. Define employer as a business that hires one or more people, usually for a salary. Define employee as a person who works for an employer.

2. Invite eight particularly dramatic, sociable citizens to participate in a role-play exercise. Place them in pairs of one employer and one employee. Each citizen pair should receive the same Workplace Scenario Card.

3. Explain that each pair will role-play a different work situation.
   - One at a time, citizen pairs should introduce themselves as the employee or employer and then act out the scenario.
   - As the situation is acted out, the rest of the class should try to figure out whether the employee is behaving appropriately.
   - At the conclusion of each scenario, ask all citizens to identify a more appropriate way for the employee to act. Explain that employers expect their employees to behave their very best when they are at work.

4. Brainstorm with citizens about what employers are looking for when they hire employees. Make a list on the board. The list should include workplace skills and behaviors. Circle the characteristics that are examples of “soft skills.”

5. Define soft skills as the behaviors shown by good employees, such as being punctual, treating customers with kindness, teamwork, and dressing appropriately. Define teamwork.

FIND OUT MORE about teamwork. Check out Page 18, Extension Activity 1, Soft Skills—Teamwork.
6. Explain that the circled words on the board describe some of the most important qualities of good employees. Many employees have interests and skills related to their job, but not every employee behaves appropriately at work. Remind citizens that employers want to hire employees who behave their very best while at work.

Enrichment

Divide the class into four groups. Give each group one of the four Workplace Scenario Cards. Two volunteers in each group should read through the scenario depicted on that group’s card. Each group will discuss the appropriateness of the employee’s behavior or the effectiveness of the employer’s management in their scene. At the end of 4 minutes, have two new volunteers redo their group’s scene by improvising with improved behavior. Reconvene the class and ask for volunteers from each group to summarize their findings.

CHECK IT OUT! DAY FOUR

Today’s beginning balance: $32.39

Today, you received another check in the mail as a late birthday gift from your aunt. She sent you $15.00. You took the deposit to the bank and requested $2.00 cash back.

You bought a toy for your dog at Bow Wow Wow! You wrote check number 043 for $2.70.

(Ending Balance is $42.69)
SUMMING IT UP

Summarize the lesson by holding up the Career-Type Table Tents one at a time. For each career type, prompt citizens to call out appropriate interests, skills, soft skills, and job examples. Allow about 30 seconds for each response.


• **Data**—Interests: numbers, patterns, collecting information, computers. Skills: math, puzzles, word games, attention to detail. Soft skills: dependable, accurate, professional; Job: accountant, bank teller, computer programmer.


OPTION

Move on to Lesson 2, Page 26, or choose an application activity to give citizens further practice and to reinforce concepts.

• Application Activity 1 covers the career types in an instructional model.

• Application Activity 2 is a graphing exercise about the effect of education on earning potential.

• Extension Activity 1 expands on the idea of soft skills with an activity that stresses teamwork.

• Extension Activity 2 explores the soft skill of problem solving.
APPLICATION ACTIVITY 1
Career Types

MATERIALS
- Citizen Guide
- Illustration WR-1B, Career Types

1. Direct citizens to their Citizen Guides, Page 41, Interests and Skills Survey, and have them complete the first three questions.

2. Explain that one way to categorize jobs is to group them into types of careers by interests. Show Page 14, Illustration WR-1B, Career Types, or use the Career-Type Table Tents. Explain that each of these career types represents a category of jobs related to people’s interests. Describe each career type and the job examples listed below.
   - **A people career** involves working with others and using compassion and communication skills. People careers include: counselor, day care provider, salesperson, teacher, and psychologist.
   - **A things career** involves working with your hands making, fixing, or doing things. Some examples of this type of career would be: carpenter, firefighter, locksmith, plumber, and biofuel technician.
   - **An ideas career** involves coming up with new ideas or thinking about solutions to complex problems. Examples would be: detective, aerospace engineer, inventor, and writer.
   - **A data career** involves working with numbers and information. People who like to work with numbers and computers may enjoy jobs such as: accountant, bank teller, computer programmer, and website developer.

3. Explain that many jobs feature a combination of career types. For example, a chemist works with laboratory equipment and chemicals but also has to solve problems and come up with innovative ideas.

4. All careers are worthy, and we can each use our own skills and interests to find the one that best fits our strengths.

5. Have the citizens finish the last two questions on their Interests and Skills Survey in the Citizen Guide. To check for understanding, complete the Summing It Up section in this lesson.
CAREER TYPES

PEOPLE
These jobs involve working with people most of the time. People who enjoy counseling, teaching, helping those in need, and managing others would enjoy jobs in this type of career.

DATA
These jobs involve working with numbers and information. People who enjoy solving math problems and working with and gathering information would enjoy jobs in this type of career.

IDEAS
These jobs involve coming up with new ideas or thinking about solutions to complex problems. People who enjoy doing science experiments, inventing new things, or coming up with new ways to sell a good or service would enjoy jobs in this type of career.

THINGS
These jobs involve working with things, such as machines and tools. People who enjoy making or building things, fixing things that are broken, and working outdoors would like jobs in this type of career.
APPLICATION ACTIVITY 2
Education Pays Off

MATERIALS
- Illustration WR-1C, Education Pays Off
- Citizen Guides

1. Introduce Page 16, Illustration WR-1C, Education Pays Off, by informing citizens that for nearly every career, the more education you receive, the higher your earnings will be. Point out the figures in the chart, which compare the hourly wages of people in STEM careers with the hourly wages in other careers, based on the level of education.

2. Instruct the citizens to turn to their Citizen Guides, Page 42, Education Pays Off. Working in pairs or individually, citizens should construct a line graph using the numerical data from the chart. The STEM and non-STEM careers should be shown in different colors. Suggest citizens round to the nearest dollar. (The answer key is on Page 17.)

3. Debrief the activity by stating the following or by asking questions that would elicit the following responses:
   - Workers in STEM careers, no matter their education level, earn higher wages than those in non-STEM jobs.
   - More education in any career means a higher salary.
   - Those who earn graduate degrees have the highest earning potential of all workers.
Using the information in the chart, create a line graph in two different colors that shows the average earnings per hour of STEM and non-STEM employees.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>STEM wage per hour</th>
<th>Non-STEM wage per hour</th>
</tr>
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<td>High school diploma</td>
<td>$24.82</td>
<td>$15.55</td>
</tr>
<tr>
<td>Associate degree</td>
<td>$26.63</td>
<td>$19.02</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>$35.81</td>
<td>$28.27</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>$40.69</td>
<td>$36.22</td>
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</table>

Source: U.S. Department of Commerce
Using the information in the chart, create a line graph in two different colors that shows the average earnings per hour of STEM and non-STEM employees.

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<td>$36.22</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Commerce
EXTENSION ACTIVITY 1
Soft Skills—Teamwork

MATERIALS

- Citizen Guides
- Illustration WR-1D, Ice Cream Flavors

1. Separate citizens into four teams and ask them to turn to their Citizen Guides, Page 43, Ice Cream Flavors. You may want to use Page 19, Illustration WR-1D, Ice Cream Flavors, to project or display.

2. Explain that they have 2 minutes to work individually to list as many flavors of ice cream as possible.

3. When ready, announce “Go!” After 2 minutes, ask each team to identify its member who thought of the greatest number of different flavors. Write that number on the board for each team.

4. Then, ask each team to calculate the total number of different flavors that the team as a whole listed. Have each team share its number. Write the team’s total number of flavors next to the previous number on the board.

5. Point out that team members came up with a larger number of flavors when they worked together rather than alone. Emphasize the value of working in teams to come up with many different solutions to a problem.
ICE CREAM FLAVORS

Name _____________________________________________

Directions: When your teacher indicates it is time to begin, name as many different flavors of ice cream as possible. You have 2 minutes to complete this activity.

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EXTENSION ACTIVITY 2

Soft Skills—Problem Solving

MATERIALS

- Resource WR-1E, Entrepreneur Predicaments, Pages 21 and 22, copied and cut for distribution to teams. Each team needs one scenario.

1. Explain that innovative solutions are creative ideas used to solve problems. Finding innovative solutions is an important part of being an entrepreneur.

2. Review that an entrepreneur is a person who uses resources to start a business.

3. Explain that entrepreneurs play an important role in an economy. They often create new goods and services, offer innovative updates of existing goods or services, or generate new ways of doing business. They also create jobs by hiring employees to work for them.

4. Separate citizens into four or more small teams and distribute one scenario from Pages 21 and 22, Resource WR-1E, Entrepreneur Predicaments, to each team.

5. Explain that their task, as teams, is to use innovative solutions to solve the problems of the entrepreneurs and other businesses in these scenarios.

6. Assign each team one of the predicaments. Explain that a predicament is a difficult situation that does not have an obvious solution. Inform teams they will have 10 minutes to complete the activity. Some teams may have the same predicament.

7. Have citizens discuss the problems and come up with innovative solutions.

8. Ask citizens to share their team’s innovative solutions. Ask for examples of how working as a team made creating innovative solutions easier. (Example answers are on Pages 23 and 24.) Discuss how good employees can contribute to a business by coming up with innovative solutions to problems.

Simulation Connection

When they visit JA BizTown, citizens may have the opportunity to work together as a team to come up with innovative solutions to problems they face.
ENTREPRENEUR PREDICAMENTS

Name ________________________________

**Directions:** Using teamwork, generate an innovative solution to the predicament your team is assigned. One member of your team should be prepared to present your team’s innovative solution to the class.

**Predicament One:** You work for a restaurant that has a reputation for serving the best hamburgers in town. Much of your business is a result of this reputation. Unfortunately, due to some recent bad weather, your restaurant did not receive the shipment of hamburger buns that you had ordered. What is your innovative solution for dealing with the shortage of hamburger buns?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

**Predicament Two:** You and your best friend have decided to start a dog-walking business in your neighborhood. For the past two weeks, you have talked with the owners of almost every house in the neighborhood. Twelve dog owners have hired you to walk their dogs for an hour on Saturday afternoon between noon and 6 p.m. When you go to your friend’s house on Saturday morning, you find out that your friend is sick and will not be able to help you walk the dogs. What is your innovative solution to this dilemma?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
ENTREPRENEUR PREDICAMENTS

Name ____________________________________________________________

Directions: Using teamwork, generate an innovative solution to the dilemma your team is assigned. One member of your team should be prepared to present your team’s innovative solution to the class.

Predicament Three: In hopes of earning money over the summer, you and your friends start a lawn-mowing service. You decide to charge $20.00 to mow a person’s front and back lawns. After distributing fliers to all houses in your neighborhood, you receive phone calls from six people who want you and your friends to mow their lawns this weekend. On Saturday morning, you realize the lawn mower you were going to use is broken. When you go to one friend’s house to get her lawn mower, you realize that her lawn mower is out of gas, and none of you has any money to buy more gas for it. What is your innovative solution to solve this problem?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Predicament Four: You work at the refreshment stand at the local movie theater. One Saturday morning right after you start working, the popcorn machine breaks down and the drink machine runs out of soda. The lines at the refreshment stand are getting long because many children and their parents want drinks and popcorn before going into the theater. What is your innovative solution to solve this problem?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Citizen Alert!

Remember: Working as a team, you will generate many more ideas to solve a problem than if you tried to solve the problem by yourself.
ENTREPRENEUR PREDICAMENTS

Directions: Using teamwork, generate an innovative solution to the predicament your team is assigned. One member of your team should be prepared to present your team’s innovative solution to the class.

Predicament One: You work for a restaurant that has a reputation for serving the best hamburgers in town. Much of your business is a result of this reputation. Unfortunately, due to some recent bad weather, your restaurant did not receive the shipment of hamburger buns that you had ordered. What is your innovative solution for dealing with the shortage of hamburger buns?

Answers will vary but may include: Offer a new special using a different bun purchased from a nearby bakery. Or, use bread or hot dog buns and offer a discount.

Predicament Two: You and your best friend have decided to start a dog-walking business in your neighborhood. For the past two weeks, you have talked with the owners of almost every house in the neighborhood. Twelve dog owners have hired you to walk their dogs for an hour on Saturday afternoon between noon and 6 p.m. When you go to your friend’s house on Saturday morning, you find out that your friend is sick and will not be able to help you walk the dogs. What is your innovative solution to this dilemma?

Answers will vary but may include: Reschedule half your clients and walk some of the dogs in the morning. Call another friend or family member to help you. Walk two dogs at a time by yourself.

Predicament Three: In hopes of earning money over the summer, you and your friends start a lawn-mowing service. You decide to charge $20.00 to mow a person’s front and back lawns. After distributing fliers to all houses in your neighborhood, you receive phone calls from six people who want you and your friends to mow their lawns this weekend. On Saturday morning, you realize the lawn mower you were going to use is broken. When you go to one friend’s house to get her lawn mower, you realize that her lawn mower is out of gas, and none of you has any money to buy more gas for it. What is your innovative solution to solve this problem?
ENTREPRENEUR PREDICAMENTS

Answers will vary but may include: Use the mowers that belong to your clients and offer a discount. Empty the gas from the broken mower and put it into the mower that is empty. Offer to mow someone’s lawn for free if he will allow you to use his mower for the other lawns.

Predicament Four: You work at the refreshment stand at the local movie theater. One Saturday morning right after you start working, the popcorn machine breaks down and the drink machine runs out of soda. The lines at the refreshment stand are getting long because many children and their parents want drinks and popcorn before going into the theater. What is your innovative solution to solve this problem?

Answers will vary but may include: Apologize for the inconvenience, offer water at no cost, and highlight other snacks the theater has to sell. Let customers know that as soon as the problems are fixed, someone will come into the movie theater and wave a flashlight as a signal that popcorn and soda are available.
WORK READINESS VOCABULARY

Lesson 1

Career
Work that matches a worker’s interests, values, and abilities and that often provides an opportunity for advancement.

Employee
A person who works for an employer.

Employer
A business that hires one or more people, usually for a salary.

Innovative solutions
Creative ideas used to solve problems.

Interests
Things a person likes to do.

Predicament
A difficult or dangerous situation with no obvious or completely satisfactory solution.

Skills
Abilities a person has developed and does well.

Soft skills
Skills that represent the way good employees act on the job, such as being punctual, treating customers with kindness, working as a team, and dressing appropriately.

STEM
Acronym for science, technology, engineering, and mathematics.

Teamwork
The cooperative effort of members of a group to achieve a goal.
WORK READINESS

Lesson 2: Applying for a Job

INTRODUCTION

In JA BizTown, citizens will go to work, shop, earn a paycheck, and participate in other community activities. Before they visit JA BizTown, citizens will need a job. In this lesson, citizens learn about applying for a job, and going on an interview.

ESSENTIAL QUESTION: How do I get a job?

LEARNING OBJECTIVES

Citizens will be able to:

- Define resume, job interview, and applicant.
- Complete a job application.
- Model appropriate business greetings.
- Demonstrate proper interview skills.

MATERIALS

- Citizen Guides
- JA BizTown Job Descriptions, found in the Jobs Tab in the Teacher Guide (these will need to be copied and posted in the classroom)
- Illustration WR-2A, JA BizTown Job Application
- Illustration WR-2B, Making the Right Impression
- Illustration WR-2C, Job Interview Evaluation Form
- Timer or clock
- Bell, whistle, or other signal
SETTING THE STAGE

Remind citizens of the Interests and Skills Survey they completed during the last session.

- Ask who thinks they would like the following career type, pausing at each for a show of hands. A people career? An idea career? A data career? A things career?

- Ask, by a show of hands, how many citizens think they know what they would like to do when they are old enough to have a job.

- Ask how many have looked at the JA BizTown job opportunities that have been posted in the classroom.
INSTRUCTION

Job Application

1. Inform citizens they will have an opportunity to apply for the JA BizTown job of their choice. Project or display Page 30, Illustration WR-2A, JA BizTown Job Application. Ask citizens to turn to their Citizen Guides, Page 45, JA BizTown Job Application.

2. Remind citizens that a job application is the first opportunity to impress an employer. As citizens complete the application, they should print legibly and use proper grammar and spelling. They should thoroughly check their job application for errors before submitting it.

3. Using the illustration as a guide, help citizens complete the application in their Citizen Guides. Applications can be turned in if desired or left in the guide.

4. Explain that there are two other ways to show an employer that you are the right person for the job: a well-written resume and an impressive job interview.

   • Define **resume** as a written summary of a person’s school and work experience, designed to spark an employer’s interest. A resume also helps an employer hire the best person for the job.

   • Define **job interview** as a discussion (usually face to face) to determine whether an applicant is suitable for a job.

   • Define **applicant** as a person who requests or seeks something, such as a job.

**FIND OUT MORE** about writing a resume. Check out Page 35, Extension Activity 1, Writing a Resume.
5. Explain that a key component of a job interview is the handshake, which is a good way to begin and end an interview. This important skill requires practice.
   • Ask for a volunteer, and demonstrate with him or her how to shake hands properly.
   • Indicate the need for eye contact and a firm (but not too firm) grip.
   • With the handshake, a job applicant should offer his or her name. “Hello, my name is …” The handshake and the greeting set the tone for the job interview.

Simulation Connection

Citizens may not receive their first choice of a JA BizTown job. There are a limited number of job types in the town. Citizens will indicate their top three choices on the job application, and every effort will be made to match their skills and interests with the job they receive. Remind citizens that every job is important.
JA BIZTOWN JOB APPLICATION

PERSONAL INFORMATION

Last Name ____________________ First Name ____________________ Middle Initial____
Street____________________________ City______________ State_______ Zip___________
Phone (         )_________________ Email address__________________________________

EDUCATION

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Grade Level</th>
<th>Favorite Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HOBBIES (Favorite Activities)

Things you like to do in your spare time: __________________________________________
________________________________________________________________________________
Favorite after-school activity: _____________________________________________________

EMPLOYMENT OBJECTIVE

FIRST CHOICE of a JA BizTown job: _________________________________________________
Business: ____________________________
What interests and skills do you have that would make this job a good fit for you?
________________________________________________________________________________

SECOND CHOICE of a JA BizTown job: _______________________________________________
Business: ____________________________
What interests and skills do you have that would make this job a good fit for you?
________________________________________________________________________________

THIRD CHOICE of a JA BizTown job: ________________________________________________
Business: ____________________________
What interests and skills do you have that would make this job a good fit for you?
________________________________________________________________________________

Date: ____________________ Signature: _____________________________________

Carefully remove this page and give it to your teacher.
ACTIVITY

Speed Interviews

In this activity, citizens will interview each other for just 3 minutes, then move on to another interview, practicing their handshakes and interview skills. You may want to arrange chairs so that two citizens are facing each other or on opposite sides of a desk. A timer, bell, or whistle may help you keep things moving.

1. Inform citizens they will have a chance to practice an important part of finding a job, interviewing. They will be participating in speed interviews.
   - Every 3 minutes, citizens will meet a new citizen, give a firm handshake, look that person in the eye, and introduce themselves.
   - Once they have introduced themselves, citizens will sit down and take turns asking each other questions from their Citizen Guides, Page 47, Making the Right Impression. You may want to give them a few minutes to fill out this page first.
   - Ring a bell or give some other signal once every 3 minutes.
   - When the signal sounds, citizens will stand up and say goodbye with a handshake. One will move to a new partner. The other will remain at the desk and greet a new partner.
   - They will need to take their Citizen Guides with them.

2. At the end of the Speed Interviews, invite a citizen to interview you for a job using the questions on Making the Right Impression.

3. Ask the class to evaluate your interview, using the Citizen Guide, Page 48, Job Interview Evaluation Form. Discuss the citizens’ feedback. (A copy of both Citizen Guide pages are on Pages 32 and 33.)

FIND OUT MORE about job interviews. Check out Lesson 3, Job Interviews, on page 45.
MAKING THE RIGHT IMPRESSION

Name ______________________________________________

Directions: Review the interview questions below and write the answers you would provide during a job interview.

Interview Questions

1. In what school activities are you involved?
   ________________________________________________
   ________________________________________________
   ________________________________________________

2. What skills do you have that would make you a good employee?
   ________________________________________________
   ________________________________________________
   ________________________________________________

3. Do you like working alone or with other people?
   ________________________________________________

4. How would your friends describe you?
   ________________________________________________
   ________________________________________________
   ________________________________________________

5. Whom do you admire? What is it about this person that you admire most?
   ________________________________________________
   ________________________________________________

Citizen Alert!
Remember that it is important to be ethical when interviewing for a job. Honesty is the best policy!
JOB INTERVIEW EVALUATION FORM

Name __________________________________________

Directions: As you observe the job interview, place a check mark next to the items the interviewee successfully completed.

Greeting

_____ Was the applicant’s greeting appropriate?

_____ Did the applicant shake the interviewer’s hand at the beginning of the interview and make eye contact?

Body Language

_____ Did the applicant look confident?

_____ Did he or she sit up in the chair and look the interviewer in the eye?

Responses

_____ Did the applicant explain his or her answers?

_____ Did the applicant appear to respond in an ethical, honest manner?

Language

_____ Did the applicant use proper language?

_____ Could you understand the applicant’s answers?

Exit

_____ Did the applicant thank the interviewer?

_____ Did the applicant shake the interviewer’s hand and make eye contact?
CHECK IT OUT! DAY FIVE

Today’s beginning balance: $42.69
You went shopping with friends today and bought noisy party favors for your Fourth of July party. You wrote a check to Bash Blasts for $9.45.

You then went to Dan & Deb’s Duds to buy a new shirt for the party, spending $14.35 with your debit card.

(Ending Balance is $18.89.)

SUMMING IT UP

By a show of thumbs up, thumbs down, ask citizens to agree or disagree with the following statements:

👍 When most people apply for jobs, they are required to complete a job application and submit a resume. (True, thumbs up.)

👎 The job interview is the worst way to demonstrate you’re the right person for the job. (False, thumbs down.)

👍 To prepare for an interview, anticipate the kinds of questions that the interviewer is likely to ask and then practice answering them. (True, thumbs up.)

👎 How you greet your future employer does not matter. (False, thumbs down. First impressions are important.)

An assessment for this unit and an answer key are available in the Teacher References section on Pages 64-67.

OPTION

Move on to Lesson 1 in the Business Management Tab or choose an application activity to give citizens further practice and to reinforce concepts.

• Extension Activity 1 is a lesson on writing a resume.
• Extension Activity 2 is an inquiry-based lesson that explores careers.
EXTENSION ACTIVITY 1

Writing a Resume

MATERIALS

- Illustration WR-2D, Resume Example
- Illustration WR-2E, Writing a Resume
- Illustration WR-2F, Jane Smith's Resume
- Citizen Guides

1. Remind citizens that a resume is a summary of a person’s work, school, and life experiences, designed to spark an employer’s interest. A resume also helps a potential employer determine whether a person is right for a particular job.

2. A resume can include various categories or headings of information. The following categories are common: objective (the person’s employment goal or purpose), education, work experience, special accomplishments, and volunteer service.

3. Invite citizens to brainstorm the types of words or phrases that might be helpful when showing a potential employer that an applicant is familiar with important soft skills. (For example, such skills might be: motivated, detail-oriented, team player, innovative.)

4. Project or display Page 37, Illustration WR-2D, Resume Example. Point out the different sections of the resume and offer some tips on filling them out.
   - Position Sought: Write the name of the job you are interested in.
   - Abilities and Talents: Think of how others see you. Use positive words as you develop a resume. Be honest. If a really good descriptive word does not apply to you, you shouldn’t use it!

ONLINE OPTION

Many online sites, such as www.careerkids.com, offer an online version of a resume that can be filled out on the Web and then printed. Rather than using the illustration provided, consider sharing your screen to show the different resume templates available online. Citizens can then complete a resume online or print a template of their choosing and fill it out by hand.
- **Achievements and Awards**: List goals you have accomplished or awards you have won.

- **Work Experience**: Try to think of experiences you have had that show off your skills. Knowing the skills necessary for the job you are interested in can be helpful.

- **Education and Training**: List your school’s name, your grade level, and any workshops or classes you have taken through other organizations, such as the Boy Scouts.

5. Project or display Page 38, Illustration WR-2E, Writing a Resume. Model the process for your class, asking for their input, or assign citizens to complete their own resume using the Citizen Guide, Page 49, Writing a Resume.

6. Each citizen should generate a handwritten draft of their resume and then revise their work, correcting word usage, mechanics, spelling, and structure for their final draft. Final copies may be typed, if desired, and incorporated into the job assignment process for JA BizTown.

---

**OPTION**

If your class has written resumes before, or if you don’t have time in your schedule for them to complete their own resume, use Resource WR-2F on page 39 and ask citizens to pretend to be employers reading resumes for a new teller position at their bank.

- Project or display Page 39, Resource WR-2F, Janet Smith’s Resume. Ask each citizen to list at least two things that an employer might find positive about her resume and two things that might be considered negative.

- After a reasonable period of time, allow citizens to share their answers while you develop a list of “good” and “bad” features about the resume on the board. (Positives: favorite subject matches job objective, i.e., math and becoming a teller; it is a neat presentation with a nice font; it covers the important section headings. Negatives: misspelled words; terms such as “stuff” and “hate”; limited details.)

- If necessary, explain that the phrase “References available upon request” refers to an offer to put the potential employer in touch with adults who know the applicant well (teacher, coach, former employer, neighbor).
RESUME EXAMPLE

Bizz E. Beaver 5678
College Ave.
JA, USA 95400
Telephone (101) 234-5678

Position Sought
Loan officer, JA BizTown Savings and Loan

 Abilities and Talents
- Sharp computer skills
- Good communication skills
- Strong leadership qualities
- Math a specialty

Achievements and Awards
- Perfect Attendance, Sunday School
- Second Place, 2013 Mathematics competition
- First Place, JA Bake-Off (apple pie)

Work Experience
January 2013-January 2014: babysat every Tuesday evening for neighbor Sally Hansen

December 2012: volunteer food server, Redwood Empire Soup Kitchen

Education and Training
Currently in sixth grade, Bright Start Elementary, JA USA
Heritage Girls Babysitting Safety Course
JA BizTown Financial Literacy Program
WRITING A RESUME

Name__________________________

5678 College Ave.
JA, USA  95400
Telephone (101) 234-5678

Position Sought

Abilities and Talents

Achievements and Awards

Work Experience

Education and Training
JANET SMITH’S RESUME

Janet R. Smith
1234 JA BizTown St.
JA, USA 80906
Phone: (719) 555-19L9

Objective
Obtain a teller position in the local JA BizTown Bank.

Education
Moonbeam Elementary School, JA, USA
Classes I like: English, Scienze, Math
Classes I hate: Art

Work Experience
Washing Dogs
Mowing Lawns
Helping Clean

Accomplishments
First Place in Track Race at School
Second Place in Math Bowl at School

Activities
Bicking
Math Club

Service
Volunteer for Lots of Stuff

References available upon request.
EXTENSION ACTIVITY 2

Career Exploration

MATERIALS

- Computers with Internet access and print capability
- Word or other document program
- Illustration WR-2G, Career Exploration—Steps for Success
- Illustration WR-2H, Career Exploration Example (optional)

This inquiry-based lesson gives citizens an opportunity to find out more about what kind of careers will be available to them in the future and how much education they will need to follow those career paths.

1. Ask, What does it mean to have a career?

2. Brainstorm different careers with your class, listing some they might be interested in, or write the following occupation groups on the board. (A comprehensive list is available on the Bureau of Labor Statistics website.)

   Nature, Education, Transportation, Health Care, Engineering, Media

3. Using a site like www.bls.gov, citizens should explore the different kinds of jobs and careers in their field of interest. Allow citizens access to online resources to find a career that interests them. If they profess to have no interest, have them pick one at random.

4. On a document, citizens should record one or two possible occupations. For each one, they should:

   • Cut and paste an image related to the career.
   • Write a brief summary of the occupation.
   • Include the interests or skills they have that would help them in this occupation.
   • Note the education required for the profession.
   • Show the average annual pay that can be expected in that career.
5. Project or display Page 42, Illustration WR-2G, Career Exploration—Steps for Success, to remind them of the steps they are expected to follow to complete this inquiry. You can fill in how many minutes you would like them to spend on the research and add any other “don’t forget” requirements you have for creating a successful document. (Two examples of career explorations are on Page 43.)

6. Consider collecting these to create a career binder or career center in your classroom.
CAREER EXPLORATION—STEPS FOR SUCCESS

Log on to www.BLS.gov. Hover over “Students” in top menu.

Under “Student Resources,” find a career category that interests you.

Spend about ________ minutes looking at the different occupations in that category.

Choose one that most interests you. (Remember, this is just for fun. You don’t have to commit to anything today!)

Open a document and copy and paste a picture that represents the career.

Your document should also contain the following:

- The title of the occupation (Physicians, for example).
- A sentence or two explaining what a person in that career does.
- Why it interests you or what important qualities you have that would help you in that career.
- What education is necessary for that position.
- How much a worker in that field can earn annually.

And don’t forget:

- ✓ Check your spelling.
- ✓ Use complete sentences with proper punctuation.
- ✓ Put your name on the paper.
CAREER EXPLORATION EXAMPLE

Careers I Would Like
By Sally Forth

Sound Engineer
Sound engineers set up and work on electrical equipment for broadcasting.

I would be a good sound engineer because I have good communication and problem-solving skills, and I help work the sound board at church.

I would need a certificate program and other training. A college degree is not always necessary. Sound engineers can make about $46,000 a year.

Loan Officer
Loan officers meet with bank clients and decide if they can approve loans to the clients.

I would be a good loan officer because I can make hard decisions, and I have impressive people skills.

A loan officer needs at least a bachelor’s degree and some on-the-job training. Loan officers can make about $60,000 a year.
Lesson 2

Applicant
A person who requests or seeks something, such as a job.

Job interview
A discussion (usually face to face) to determine whether an applicant is suitable for a job.

Referendum
A ballot proposal that asks voters whether they want to adopt a new law or change an existing law or policy.

Resume
A written summary of a person’s work and school experience, designed to spark an employer’s interest. A resume also helps an employer hire the best person for the job.
WORK READINESS

Lesson 3: Job Interviews

INTRODUCTION

Before they visit JA BizTown, citizens will need to be hired for their jobs. Citizens learn how a successful job interview can lead to being hired for a job. They have the opportunity to practice responding to typical interview questions and practice skills required to make a favorable impression.

ESSENTIAL QUESTION: How do I interview for a job?

LEARNING OBJECTIVES

Citizens will be able to:
- Prepare for a successful job interview
- Respond appropriately to typical interview questions
- Model appropriate language during an interview
- Demonstrate skills to make a favorable impression.

MATERIALS

- Resource WR-3A, Interview Response Form A
- Resource WR-3B, Interview Response Form B
SETTING THE STAGE

Ideally, adult volunteers should be recruited to interview candidates for the various jobs in JA BizTown. To make the interviews as lifelike as possible, volunteers should be recruited who hold jobs similar to those that citizens are seeking. Being interviewed by adults not known to the citizens is particularly effective. Each interview should take about 3 to 5 minutes per citizen.

We also recommend that, if possible, volunteer interviewers help you choose jobs for citizens. Their thoughts, coupled with your knowledge base, can lead to some interesting job placements. Don’t be afraid to assign jobs to citizens you might not have considered prior to the interview process. It is not uncommon to see a side of some citizens that you have never seen before.

INSTRUCTION

Job Interviews

Use one of the following suggestions for conducting your school’s interview process:

• Multiple adults may be seated individually in separate rooms, or they may be spread out within a large room so that many citizens can be interviewed at one time. This allows enough space for a private interview without disrupting other applicants.

• Prearrange a job fair setting, stationing volunteers in separate areas that coincide with the jobs available in JA BizTown (media, government, retail, manufacturing, etc.). Citizens can rotate from area to area based on the job preferences listed on their job applications.

• Request that one or two adult volunteers meet with each citizen over the course of several days.

Suggested alternatives for scheduling:

• Provide each citizen with the date, location, and time of the interview. On that date, citizens will be expected to quietly excuse themselves from class, proceed to the interview, and return when the interview is completed. Citizens are responsible for watching the time and not being late or “missing” their appointments. This method causes little classroom disruption because only one or two citizens will be gone at any one time.
• Allow the entire class to interview at one time if enough volunteers are available.

• Preview the two interview response forms (pages 48-51) and decide which one you will use. Provide interviewers with Interview Response Form A or B for each student they will interview.

CHECK IT OUT! DAY SIX

Today’s beginning balance: $18.89

Today, a paycheck in the amount of $8.82 was direct deposited into your account.

You went to lunch with your friend Jenna at Hot Diggity dogs and paid $4.67 with your debit card.

(Ending Balance is $23.04.)

SUMMING IT UP

• Congratulate the students on their interviewing skills and performance.

• Let them know they will be receiving their Employment letter shortly indicating where they have been hired.
**INTERVIEW RESPONSE FORM A**

**Interviewer:** Please ask to see the citizen’s JA BizTown Job Application before beginning the interview. Refer to the three jobs the citizen applied for as you ask the questions below and evaluate his or her responses. You will be helping to decide which job the applicant receives. (Teachers attempt to place citizens in one of their top 3 preferences, but this is not always possible.) To aid in final citizen placement, please rate responses by circling a number between 1 and 5, using 1 as the lowest ranking and 5 as the highest.

Interviewer Name __________________________________________

Citizen Name ________________________________________________ Date ____________

<table>
<thead>
<tr>
<th>Question</th>
<th>lowest</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>highest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why are you applying for Job #1?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What skills do you have that qualify you for this job?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Describe any past experiences doing something similar to this job.</td>
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<td></td>
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<tr>
<td>4. What do you believe is your greatest strength, and how does that qualify you for Job #2?</td>
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<td></td>
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</tr>
<tr>
<td>5. Describe some of the skills that are needed to be a good team member in this job.</td>
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<tr>
<td>6. What do you believe is the most important trait of a quality business?</td>
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<tr>
<td>7. What do you believe would be your greatest challenge in Job #3?</td>
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<td></td>
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<tr>
<td>8. Why do you want this job?</td>
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</tr>
</tbody>
</table>
INTERVIEW RESPONSE FORM A

If you desire and if time allows, please ask two or three additional questions from below.

Optional Interview Questions:
1. In what school activities are you currently involved?
2. Do you prefer working alone or with other people?
3. How would your friends describe you?
4. Name someone you admire. What do you admire most about this person?
5. Do you like working with computers?
6. Are you a good communicator? Do you like to write or speak in public? Why?
7. Are you dependable? Give me an example.
8. Are you a leader? How have you demonstrated leadership in the past?
9. Are you creative? Give me an example.
10. Give me an example of a time you were a good team member.
11. What skills do you have that will help you in a job at JA BizTown?
12. Is there a question about this job that you would like to ask me?

Rate below the response to the questions you selected:

<table>
<thead>
<tr>
<th></th>
<th>lowest</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Question #_____</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Second Question #___</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Third Question #_____</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Final Evaluation
The goal of the interview is to match each citizen to the appropriate job. Please rate how well you think this citizen would be suited for each job he or she applied for.

Job #1 __________________________________________
Business_________________________________________

<table>
<thead>
<tr>
<th></th>
<th>lowest</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Match Rating:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Job #2 __________________________________________
Business_________________________________________

<table>
<thead>
<tr>
<th></th>
<th>lowest</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Overall Match Rating:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Job #3 __________________________________________
Business_________________________________________

<table>
<thead>
<tr>
<th></th>
<th>lowest</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
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<td>Overall Match Rating:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
INTERVIEW RESPONSE FORM B

**Interviewer:** Please ask to see the citizen’s JA BizTown Job Application before beginning the interview. Refer to the three jobs the citizen applied for as you ask the questions on the back of this page and evaluate the responses. To aid in final citizen placement, please rate the applicant by circling a number between 1 and 5, using 1 as the lowest ranking and 5 as the highest.

Interviewer Name_____________________________________________________________________

Citizen Name ______________________________________ Date ________________

Business/Job Choice #1 .................................................................................................

Business/Job Choice #2 .................................................................................................

Business/Job Choice #3 .................................................................................................

Please rate the citizen on the following items:

1. Job Application:                      Poor  Fair  Excellent
   Complete                              1  2  3  4  5
   Neatness                              1  2  3  4  5

2. Personal Appearance                 1  2  3  4  5

3. Eye Contact                         1  2  3  4  5

4. Articulate                          1  2  3  4  5

5. Qualifications                      1  2  3  4  5
INTERVIEW RESPONSE FORM B

Interviewer: Take notes or make comments as necessary to help you rate this applicant.

1. Why would you like this job?

2. Do you like working with computers? Describe some of your experiences.

3. Are you a good communicator? Do you like to write or speak in public? Why?

4. Are you dependable? Give me an example.

5. Are you a leader? How have you demonstrated leadership in the past?

6. Are you creative? Give me an example.

7. Give me an example of a time when you were a good team member.
WORK READINESS

Lesson 4: Elections

INTRODUCTION

Elections are an excellent opportunity to allow citizens to practice important life skills. Holding elections for certain jobs at JA BizTown will engage your citizens in the democratic process. These elections are required for two JA BizTown positions--Mayor and District Attorney. The following lesson is offered to assist teachers.

ESSENTIAL QUESTION : How are people elected?

LEARNING OBJECTIVES

Citizens will be able to:

- Define election-related vocabulary words
- Demonstrate their understanding of the election process

MATERIALS

- Elections 4-A, Intent to Run for Office Form
- Elections 4-B, Eligible Voter List
- Elections 4-C, Campaign Manager Form
- Elections 4-D, JA BizTown Ballot Template
- Elections 4-E, JA BizTown Referendum Ballot
- Elections 4-F, Speechwriting Tips
The in-class activities can vary greatly depending upon teacher interest and time. The following are suggestions:

- Announce the elected positions for Mayor and District Attorney for their visit to JA Biztown. Candidates should declare their interest by completing Page 57, Elections 4-A, Intent to Run for Office Form. Set a deadline for submitting the form.

- Elections can be held while still doing the job interview process. If elections are scheduled first, do not release the results to citizens until the interviews are completed. All candidates should participate in job interviews and indicate second and third choices of jobs if not elected.

- Depending upon the number of citizens interested in each elected position, it may be preferable to hold a “primary election” prior to the “general election.” For example, there may be three or four citizens in several classrooms of the school interested in becoming mayor. It may be preferable to have each classroom elect one candidate to represent them in the “general election.” The entire grade level would then elect a mayor from the winners of the “classroom primaries.”

Establish a calendar that includes the following benchmarks:

- Due date for Intent to Run for Office Form
- Due date for Campaign Manager Form
- Deadline date for Voter Registration
- Date of Classroom Primary (optional)
- Date of General Election

Some or all of the following positions may be assigned to help keep all citizens involved with the election process:

- **Candidates** (Mayor and District Attorney)—refer to the job descriptions found in the JA BizTown Jobs Tab in the Teacher Guide for details about the mayor’s and district attorney's job.

- **Campaign Managers** (one per candidate, or a team of individuals)—assist the candidates during the election process by helping with slogans, posters, and speeches. Their primary job is to help the candidate win votes.

- **Voter Registration Clerk**—maintains the list of eligible voters prior to Election Day and is responsible for verifying that each voter has registered before casting his or her vote.
**Election Board**—responsible for overseeing the election calendar, creating and enforcing campaign rules, and generating the ballot.

**Campaign Press Team**—assists the campaign manager and candidate by providing ideas for ads, press releases, and posters.

**Speechwriters**—assist the press teams.

**Voting Process Innovators**—create and manage the physical ballot process, with election board approval.

**Campaign Ad Creators and Developers**—help the campaign press team if necessary (posters, radio, TV, etc.).

**News Reporters**—seek the news and write articles for the JA BizTown newspaper.

**Ballot Counters**—help the election board by counting and verifying votes.

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**INSTRUCTION**

**Election Process**

Discuss classroom election rules: There should be no negative campaigns or speeches. Posters and advertisements should be preapproved by the teacher. Citizens are encouraged to limit financial spending, or use only available classroom materials.

Distribute copies of Page 57, Elections 4-A, Intent to Run for Office Form, with a required date for filing.

Allow the campaign process to proceed for two or three days. This process may include posters, campaign buttons, and speeches. All must conform to class rules about expenses and appropriate behavior. (Refer to Page 59, Elections-4C, Campaign Manager Form.)

Have citizens turn to their guides and find the Voter Registration Card they filled out in the Community and Economy unit. Have them present the guide and attached card to the Voter Registration Clerk (or teacher, if no clerk is appointed). The card is not removed until citizens visit JA Biztown. The clerk should initial all Voter Registration Cards and record the voters’ names on Page 58, Elections 4-B, Eligible Voter List. Only those whose names are recorded on the list will be allowed to vote. Registration is required for those who want to vote. You may need to make extra copies of this form.
A JA BizTown Ballot Template, Page 60, Elections 4-D, is provided for the election voting process. A JA BizTown Referendum Ballot, Page 61, Elections 4-E, is also offered as an optional exercise if the class has a question or issue it would like voters to consider. A referendum is a ballot proposal that asks voters whether they want to adopt a new law or change an existing law or policy. If the class has a question or issue it would like voters to consider, discuss the proposed issue and solution with your class and come to a consensus on wording for the proposal. Fill in that wording on the ballot. This proposal would then be added to the mayoral ballot.

If you wish to have your candidates prepare speeches, refer to Page 62, Elections 4-F, Speechwriting Tips. All candidates should publicly thank those who supported them. They and their campaign teams should clean up all campaign materials when the elections are over.

Collect ballots for the official counting. Results may be announced at this time, or the next day at the teachers' discretion.

**Note:** If there is a concern that the election may become a "popularity contest," consider having candidates write a speech, but have a teacher or building administrator read the speeches anonymously. (This system encourages citizens to vote on content and ideas, rather than on specific individuals.) Ask citizens to cast their ballots. After ballots are collected, each candidate can deliver his or her speech in front of the group for a public speaking exercise.)

All candidates should publicly thank those who supported them. They and their campaign teams should clean up all campaign materials.

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**Simulation Connection**

At JA BizTown, citizens will have an opportunity to vote during their break. They can nominate a Citizen of the Day and use their Voter Registration Cards. Holding elections allows them to feel more involved in the democratic process.
CHECK IT OUT! DAY SEVEN

Today’s beginning balance: $23.04

Today, you received your allowance of $10.00. You were paid in cash and decided to deposit it all into your account.

You wrote a check for $2.50 to pay back a loan from your sister Allison.

(Ending Balance is $30.54.)

SUMMING IT UP

• Congratulate all the candidates

• Indicate that the ballots will be counted and you will announce the winners for mayor and district attorney.

JOB ASSIGNMENTS

Now that the interviews and elections are complete, it is time to place the students to their job assignments. Using the Staffing Model (JA BizTown Jobs Tab, Pages 2-3) determine the size of your class group (Extra Small 60 students to Maximum 120 students). Then, using the Student Job Assignment form (JA BizTown Jobs Tab, Pages 23-28) assign each student to their job position.

Once the form is completed, be sure to e-mail/fax a copy to your local JA office.
INTENT TO RUN FOR OFFICE FORM

Part A: To be completed by teacher.

This form must be completed and duly filed by this date
_______________________________ and time ________________________.

Part B: To be completed by candidate.

I, ________________________________________(print your name), hereby declare
my intention to run for the following JA BizTown position: __________________________
____________________________________________________________________________.

• I understand that my name will appear on the JA BizTown ballot for this position and an election will be held.
• I understand that if elected I will do the best job I can at JA BizTown.
• I am a citizen of JA BizTown.

I agree with the above statements.

________________________________________________
(Candidate’s signature)       (Date)
ELIGIBLE VOTER LIST

The Voter Registration Clerk (or teacher) maintains this list. Only citizens on this list may vote on Election Day. Citizens must show their Voter Registration Card to the clerk before the date and time noted below to be added to the list. Make additional copies of this page, as needed.

Date/Time: ________________________________

<table>
<thead>
<tr>
<th>Citizen’s Name</th>
<th>Voter presented a valid registration card. (write “yes” or “no”)</th>
<th>Filing date (today’s date)</th>
<th>Authorization of election official (signature or initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Citizen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam Citizen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CAMPAIGN MANAGER FORM

Part A: To be completed by teacher.

This form must be completed and duly filed by this date
____________________________________ and time __________________________.

Part B: To be completed by campaign manager.

I, __________________________ (print your name) hereby declare my intentions to support the following candidate in his/her efforts to be elected to the following JA BizTown position.

Name of candidate I support: ________________________________________________.

Position my candidate seeks: ________________________________________________.

• I will support my candidate and make no negative statements about his or her opponent.
• I will be ethical in my actions and observe the election process rules.
• I am a citizen of JA BizTown.

I agree with the above statements.

(Signature)          (Date)

What does a campaign manager do? Campaign managers assist candidates with their campaigns by:

• Helping to make posters.
• Creating slogans.
• Encouraging others to vote.
• Practicing campaign speeches.
# JA BizTown Ballot Template

A ballot is a form (paper, voting machine, punch card, etc) used by a voter on Election Day. The ballot should be marked in private so that no one else is aware of how an individual votes. Ballots vary in length depending upon the number of candidates and positions to be filled.

1. **Mayor of JA BizTown**

   Vote for one candidate only. Make a check mark in the space next to the person’s name for whom you wish to vote.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
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</table>

2. **District Attorney of JA BizTown**

   Vote for one candidate only. Make a check mark in the space next to the person’s name for whom you wish to vote.

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>

Please fold your completed ballot in half and place in the ballot box.
JA BIZTOWN REFERENDUM BALLOT

A referendum is a ballot proposal that asks voters whether they want to adopt a new law or change an existing law or policy. Working with your class, write the topic of the referendum on the top line and the proposal below it. This proposal would then be added to the mayoral ballot.

Referendum topic: ________________________________

Proposal: ________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Vote for one option only by placing a check mark in the space next to your answer.

☐ YES
☐ NO

Please fold your completed ballot in half and place it in the ballot box.
SPEECHWRITING TIPS

Effective speeches have a theme that flows throughout a speech, from the beginning to the end. Themes help the audience remember the speech and find meaning in the points being made. For example, some themes begin with an inspirational quote that is mentioned again near the end of the speech.

1. When writing a speech, think about the message you want to give. 
   *The purpose of my speech is....*

2. Tell JA BizTown citizens you know what will be required of you at JA BizTown. (Be certain you have read your job description.)

3. Give reasons why citizens should support you in the election.
   *“I think I am the best candidate for the position because...”*

4. Remember, your main goal is to have JA BizTown citizens vote for you on Election Day! So, at some point, ask citizens for their votes.

5. Always thank your audience for their time and attention.
Your child has just completed the Work Readiness unit in JA BizTown’s curriculum.

During the lessons, students related specific classroom learning to getting and keeping employment. They discovered how interests and skills can be linked to various career and job alternatives. However, no matter what job a person holds, there are work-related behaviors that are important. After several role-playing skits, students discussed how important it is for employees to be punctual, dress appropriately, work as a team, and be polite to customers. Students also solved several workplace predicaments by considering the importance of teamwork, negotiation, and innovative thinking. When the class visits JABizTown, these work-related skills will be important, too.

Speaking of visiting JA BizTown, students completed job applications for their JA BizTown positions! They also practiced interviewing as they prepared for their job interviews for their upcoming visit to the on-site simulation. They held elections and voted for the Mayor and District Attorney of JA BizTown on their visit day. Students learned about careers in science, technology, engineering, and mathematics (STEM) and how increasing their education can increase their income.

BizTalk!
Ask which career type your student likes—people, ideas, data, or things.

BizTalk!
Ask your student for some typical questions asked in a job interview.

BizTalk!
Ask your student about a STEM career that interested them.
WORK READINESS ASSESSMENT

Section One: Circle the answer or answers that best apply to the question:

1. Interests are things people:
   a. do well                        c. keep to themselves
   b. have a natural ability for     d. like to do

2. Which one of the following is one of the four STEM career categories?
   a. specialist                      c. geography
   b. medical                         d. engineering

3. Which one of the following is not one of the four career types?
   a. people                         c. skills
   b. data                           d. things

4. Choose the skills that are considered soft skills:
   a. teamwork                        c. interest
   b. punctuality                     d. dressing appropriately

Section Two: True or false?

5. It is important to find a career that you are both interested in and good at doing.  T  F

6. An applicant is a person who employs people.  T  F

7. When most people apply for jobs, they call the business and ask for the manager.  T  F

8. A job interview is one of the best ways a person can demonstrate to an employer that he or she is the best person for a job.  T  F
Section Three: Fill in the blanks

9. One of the most important things a person can do to prepare for an interview is to _________________________________.

10. When most people apply for jobs, they are required to complete a __________
__________________________________________________________.

11. A key component of a job interview is the ________________________,
which is a good way to begin and end an interview.

12. Employers want to hire employees who ________________
__________________________________________________________
__________________________________________________________
__________________________________________________________.

13. The following careers would be classified as ________________ jobs: counselor, day care provider, salesperson, teacher, psychologist.

14. The following careers would be classified as ________________ jobs: carpenter, firefighter, locksmith, plumber, chemist.

15. The following careers would be classified as ________________ jobs: detective, fashion designer, inventor, biomedical engineer.

16. The following careers would be classified as ________________ jobs: accountant, bank teller, computer programmer, website developer.
WORK READINESS ASSESSMENT

**Section One:** Circle the answer or answers that best apply to the question:

1. Interests are things people:
   a. do well
   b. have a natural ability for
   c. keep to themselves
   d. like to do

2. Which one of the following is one of the four STEM career categories?
   a. specialist
   b. medical
   c. geography
   d. engineering

3. Which one of the following is not one of the four career types?
   a. people
   b. data
   c. skills
   d. things

4. Choose the skills that are considered soft skills:
   a. teamwork
   b. punctuality
   c. interest
   d. dressing appropriately

**Section Two:** True or false?

5. It is important to find a career that you are both interested in and good at doing.  T  F

6. An applicant is a person who employs people.  T  F

7. When most people apply for jobs, they call the business and ask for the manager.  T  F

8. A job interview is one of the best ways a person can demonstrate to an employer that he or she is the best person for a job.  T  F
Section Three: Fill in the blanks

9. One of the most important things a person can do to prepare for an interview is to anticipate questions and practice answering them.

10. When most people apply for jobs, they are required to complete a job application.

11. A key component of a job interview is the handshake, which is a good way to begin and end an interview.

12. Employers want to hire employees who, possible answers: have good soft skills, show teamwork, arrive on time, dress neatly, behave their best at work.

13. The following careers would be classified as people jobs: counselor, day care provider, salesperson, teacher, psychologist.

14. The following careers would be classified as things jobs: carpenter, firefighter, locksmith, plumber, chemist.

15. The following careers would be classified as ideas jobs: detective, fashion designer, inventor, biomedical engineer.

16. The following careers would be classified as data jobs: accountant, bank teller, computer programmer, website developer.