JA It's My Future®

Program Overview

JA It's My Future provides practical information about preparing for the working world while still in middle school.

Following participation in the program, students will be able to:
- Explore potential careers, discover how to plan for a job, and learn how to keep it.
- Develop personal-branding and job-hunting tools for earning a job.

Session Overviews and Objectives

Session One **My Brand** Through interviews, self-reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.	**Objectives** Students will be able to: • Recognize that the choices they make in middle school can have a direct impact now and in the future. • Identify corporate and personal brands that represent positive reputations. • Design a logo as part of expressing a personal brand.
Session Two **Career Clusters** Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all jobs.	**Objectives** The students will be able to: • Examine career clusters and the jobs in each cluster that they would like to further explore. • Understand the interconnectivity and value of all types of jobs.
Session Three **High-Growth Careers** Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.	**Objectives** Students will be able to: • Recognize the four factors to consider in choosing a job. • Describe industries that are forecasted to have high growth.
Session Four **Career Mapping** Students explore how to use life experiences to develop work skills and how to map a path to employment goals.	**Objectives** Students will be able to: • Identify work skills already developed from experiences and activities. • Plan significant markers they need to reach to earn a particular job.

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Session Overviews and Objectives

Session Five	Objectives
On the Hunt Students are introduced to the basic aspects of job hunting through a scavenger hunt. They are given an organizing tool to keep all their vital job-hunting information in one place.	Students will be able to: • Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing. • Analyze where to look for a job. • Understand the importance of keeping a record of vital information.
Session Six **How to Keep (or Lose) a Job** Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.	**Objectives** Students will be able to: • Differentiate between technical skills and soft skills. • Describe specific soft skills they already possess and those they need to practice.

Program Basics

- Includes a series of six sessions recommended for middle school students.
- Average time for each session is 45 minutes.
- Materials are packaged in a self-contained kit that includes detailed plans for the volunteer and materials for 32 students.
- Provides practical information about the following key topics: developing a personal brand, skills, interests, working environment, job outlook considerations when exploring careers and industries, career mapping, job-hunting tools, and soft skills, work ethics, and professionalism.
- Session-specific, student-friendly materials included to increase student interaction and emphasize JA's experiential approach to learning.
- Correlates well to state social studies, English, and math standards, as well as to the Common Core State Standards in English/Language Arts.

Program Concepts and Skills

JA It's My Future enhances students' learning of the following concepts and skills:

Concepts—Brand, Career clusters, Career mapping, Career planning, Employee, High-growth jobs, Interests, Job application, Job forecast, Job hunting, Job interview, Logo, Long-term consequences, Personal brand, Recommendation, Resumes, Short-, middle-, and long-term goals, Skills, Soft skills, Symbolism, Tagline, Technical skills, Working environment

Skills—Analyzing data, Analyzing information, Categorizing data, Creativity, Following written instructions, Goal-setting, Interviewing, Mapping, Model building, Oral and visual presentation, Oral and written communication, Organizing information, Reading for Understanding, Self-assessment, Working in pairs and groups

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