



## TEACHER GUIDE

# JA INSPIRE

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Thank you for participating in *JA Inspire* and helping Junior Achievement empower young people to own their economic success. Junior Achievement recognizes the growing need to spark an interest in careers and the path to career success before students enter high school. *JA Inspire*, a community effort of JA, local businesses, and educators, helps shape students' positive attitudes about their academic or professional futures, and increases their understanding of real-world workforce readiness skills.

## PURPOSE

Students who have an idea of what they want to do after high school, based on their self-awareness and exposure to business opportunities, are much more likely to take relevant courses, stay in school, and graduate.

At the end of *JA Inspire*, students should be excited about their future. They will have a better understanding of the courses they need to take in high school, a plan for post-secondary education, and a clear pathway to a career.

## PROGRAM OBJECTIVES

STUDENTS WILL:

- Gain insight into career clusters that interest them.
- Make connections with adults who have jobs in careers that interest them.
- See the connection between high school programming choices and careers.
- Collect information about the education required to be successful in a job.
- Practice soft skills.

## DESCRIPTION

*JA Inspire* is a career-based event filled with learning experiences that are designed by individual industry teams to align with what the industry will need from its future employees. Unlike traditional career fairs, the students do the interviewing rather than the employer. They ask questions of volunteers from local businesses and learn about skills that will be in demand when they graduate. They participate in hands-on activities, often using actual equipment or tools used



on the job. The event is designed to transform students' abstract ideas about work into tangible ambitions and plans, and to build their soft skills.

Teacher-led sessions prepare students to make the most of the event. Preparation is critical for students to take full advantage of the event—volunteers from businesses expect that students will arrive with an idea of the careers they want to explore, and the skills needed to find information about them.

## PREPARATION

You are the link between the classroom learning and the *JA Inspire* event. Review the instructional materials for each session and learn as much as possible about your JA Area's event and the participating companies.

You may want to ask students to take a career interest inventory before the event. You can use your school's preferred program or [JA USA's career assessment](https://www.jamyway.org) options found on the JA My Way website (<https://www.jamyway.org>). These assessments may enhance the success of the event by allowing students to explore their skills, interests, work priorities, and the employment outlook for specific jobs. Note that some options require access to the Internet.

Consider allowing students to role-play the proper behaviors for speaking and interacting with business professionals before attending the *JA Inspire* event:

- Have good posture.
- Make eye contact.
- Have a proper handshake.
- Speak up and speak clearly.
- Listen to their responses.
- Take notes.

If possible, give students time to research the participating companies or encourage them to spend time outside of class to learn more about them.

Students will receive a workbook to use at the event. Let your students know in advance if they will receive a class grade for their participation in *JA Inspire*, which may be based on receiving a stamp or signature from each career cluster or taking notes in their workbooks.

## ADDITIONAL RESOURCES

Your JA Area will provide additional resources, in printed form or online, and we encourage you to use these with your students. Please refer to <https://www.juniorachievement.org/web/ja-wny/ja-inspire> for updates including:

- List of Career Stations
- Curriculum Resources
- Video Library
- JA My Way web link, where students can explore their interests and abilities or create a resume

# Session 1: CAREER PLANNING STARTS WITH YOU

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## OVERVIEW

Students are introduced to *JA Inspire*. Through close examination of specific skills and career clusters, they learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks.

## OBJECTIVES

STUDENTS WILL:

- Recognize career clusters that match their skills and interests.
- Assess their soft skills and identify need for improvement.
- Identify industries and jobs that offer opportunities.

## PREPARATION AND MATERIALS

- If students are going to take an online assessment, make sure they have access to computers and the Internet. **Note:** The career assessment may be completed outside of class time. <https://www.jamyway.org>
- Review the session and prepare student materials. The student materials are provided by JA Area staff, available for download and printing online, or are provided at the end of this guide. Materials needed for this session are:

- **Career Cluster Cards (one set for each pair of students)**
- Become familiar with the terms introduced in this session. Key terms are bolded and defined with a direct quote icon (🗨️).
- If available, share information about the various careers the students can learn about and interact with during the event.

## RECOMMENDED TIME

This session should take 50 minutes to complete.

### INTRODUCTION

**5 minutes**

The introduction helps students think about the relationship between education and career success.

- Share the following scenario and ask students to respond.
  - 🗨️ You're walking into school and a teacher stops you and asks, "What courses are you taking?" She then asks, "Why are you taking them?"
- Reassure them that most students their age don't always know why they are taking specific courses.
  - ❓ What job do you want in the future?
  - ❓ Do you know how to get it? What education would you need?
  - ❓ Why would an employer want to hire you?
- Explain to the students that they will be participating in *JA Inspire*, an event offering them the opportunity to meet with local businesses and learn about future career opportunities.

### ACTIVITY: CAREER ASSESSMENT

**15 minutes**

Students take an online career assessment. Depending on the time available, students may want to complete the assessment in advance of this session.

You can use your school’s preferred program or career resources found on JA’s Student Center <https://www.jamway.org>. These assessments allow students to explore their skills, interests, work priorities, and the possible *job outlook* for jobs they are interested in.

- Help students begin taking the career assessment. They will have 10 minutes to complete it.
- Following the assessment, explain that self-awareness will let them identify why they are drawn to certain activities and why others seem so challenging. Knowing more about themselves prepares them to make better decisions about their education and career.
- Students may or may not be interested in a particular career or career cluster at *JA Inspire*, but they will have the opportunity to experience them all. Emphasize to students that the role of the program is to spark their interest and introduce them to various work environment priorities and the skills necessary for their successful participation in the world of work.
- Share a list of careers and businesses that students will see and have the opportunity to learn about at *JA Inspire*.

#### ACTIVITY: CAREER CLUSTERS

**15 minutes**

Before the activity, follow the instructions on the Career Cluster Cards, found on page 17.

- Define *career cluster*.
  - 💬 A career cluster is a grouping of jobs and industries related to skills and products.
- Explain that career clusters group industries by their products and the skills that workers need. A career cluster describes jobs and the education that a student needs to enter a career and be successful.
- Share with students that an important reason for completing the career assessment is to identify personal strengths—their interests, skills, and *work priorities*.
  - 💬 Work priorities are the physical and social conditions that affect the quality of a job experience.
- Tell students that by knowing their strengths, they can better explore careers that may be of interest, confidently set personal goals, and increase their likelihood of success.
- Explain that this self-awareness allows students to identify why they are drawn to certain activities and why others seem challenging. It prepares them to make better decisions about their education and career.
- Have students do the Career Clusters activity noted below.

1. Organize the students into pairs.
2. Distribute one set of JA Inspire Career Cluster Cards—Title, Description, and Job Examples—to each pair.
3. Ask each pair to shuffle each of their three piles of cards and then try to match the correct title, description, and job examples.
4. Allow the students 5 to 7 minutes to make the matches.
5. Review the correct answers.
6. Ask students to talk about the clusters that are a good match for their talents and interests.

#### ACTIVITY: SOFT SKILLS

**10 minutes**

- Explain that students need to develop their soft skills to be able to get and keep a job. In this activity, they will look at the skills employers want and begin to understand what they have to offer.
- Have students do the *Soft Skills* activity noted below.
  - 1) Designate one wall of the classroom as “**Strong**” and the opposite wall as “**Needs Improvement.**”
  - 2) Tell students that you will read aloud a soft skill that is needed in the workplace. Students will consider whether they are generally strong at that skill or if they need improvement before they enter the world of work. Students must move to the side of the room that matches their assessment—they cannot stay in the middle.
  - 3) Read a workplace scenario (Listed Below) related to that soft skill. Have students consider whether their self-assessment changes based on that specific scenario. They should move to the other side of the room if it does.
  - 4) Allow students to offer evidence or comment on the soft skills and scenarios throughout the activity.

#### Soft Skills and Workplace Scenarios

*Responsibility:*

... I take personal responsibility for my actions.

... One hour before I am scheduled to be at work, my ride cancels. I know that I am responsible for finding a ride to work, even if it is inconvenient or uncomfortable for me.

*Perseverance:*

... I persevere (keep trying) even when conditions are unpleasant or I am discouraged.

... I was being considered for a promotion and believe I was the best candidate for the job. My company gave the promotion to someone else, but I still keep a positive attitude and do my job well.

*Initiative:*

... I see what needs to be done and do it without being told to by others.

... I was given four hours to complete a task. I was almost finished after two hours, when a coworker told me to slow down or the boss would give me more work. I finished early and took the initiative to do the other work without being asked.

*Leadership:*

... I can positively influence others when necessary.

... My coworkers were complaining loudly about work and gossiping about other workers while customers were nearby. I persuaded them to talk about a more positive subject and lower their voices.

- Ask students to reflect on the activity and choose one soft skill they already have to offer an employer.
- Emphasize that these skills are valued by almost all employers regardless of the specific job.
- Remind students that it usually takes years to get the education and develop the skills needed for a career.

WRAP UP  
**5 minutes**



- Explain to students that the *JA Inspire* event is intended to introduce them to the world of work and the skills they will need to be successful. Review the importance of recognizing individual strengths, interests, and skills and how this influence the kind of work we do best and how successful we are.
- Tell them that in the next session, they'll be able to pick companies and jobs that they want to know more about.
- If desired, tell students they can learn more about career clusters or jobs by visiting the U.S. Bureau of Labor Statistics at [www.bls.gov](http://www.bls.gov).



# Session 2: MAKING THE MOST OF JA INSPIRE

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## OVERVIEW

In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.

## OBJECTIVES

STUDENTS WILL:

- Identify companies that they want to learn more about at the *JA Inspire* event.
- Prepare questions that they want to ask and practice asking them.
- Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer, and helps to connect them with the company volunteers.
- Express their expectations of the upcoming event.

## PREPARATION AND MATERIALS

- Review the session and prepare student materials. The student materials are provided by JA Area staff, are available online for download and printing, or are provided at the end of this guide.
  - JA Inspire Elevator Pitch Guide
  - JA Inspire Dos and Don'ts
  - JA Inspire Questions Guide
  - Permission slip (if needed in place by the school )
- Review the information provided on businesses and careers represented at *JA Inspire* and help students draft appropriate questions. Determine if additional time to research the companies and careers would be valuable to students. If so, arrange for Internet access.

- Pens or pencils
- Blank paper

## RECOMMENDED TIME

This session should take 45 minutes to complete.

### INTRODUCTION

**5 minutes**

- Give an overview of the *JA Inspire* day, including some of the logistics, but focus mainly on the content and format of the event including:
  - The number of companies and careers, with a few examples
  - Structure of the event:
    - How much time students can spend with each career cluster
    - How students will be grouped
    - Keynote speakers or other presentations
    - Other activities, if any
- Hand out or describe the *JA Inspire workbook*. Explain that this is the guide to the event. It has descriptions of companies, a map, and a place where students can record notes.

### ACTIVITY: ELEVATOR PITCH

**15 minutes**

- Talk about the importance of *networking*.
  - 💬 Networking is building relationships with others who can help you find a job and be successful in your work.
  - 💬 Research shows that networking is the most common way people find a job. This can include letting people you know (friends, family members, and neighbors) that you are looking for a job. Or it could mean cultivating business relationships with others who have common career interests.
- Tell students the *JA Inspire* event is an opportunity to try out networking skills.

- Describe an *elevator pitch*.
  - ☰ An elevator pitch is a brief, high-energy presentation used by companies and individuals to promote their products and themselves.
- Tell students it is important to have an elevator pitch prepared in case a networking opportunity arises. It is a brief overview of what you're good at, passionate about, and qualified to do.
- Explain that students will have an opportunity at the event to tell some volunteers about themselves. The pitch is a way to do that effectively in less than a minute.
- Let students know that networking is perhaps the best way to find a job. Talking about work skills and interests doesn't come naturally for many people. Writing an elevator pitch and practicing it is one way to increase the success of networking.
- Have students create their elevator pitch.
  - Distribute copies of How to Craft an Elevator Pitch to students.
  - Ask students to read the scenario and create their elevator pitch.
  - Circulate, making sure that students are making progress.
- Time permitting, have students team up in pairs, or groups of four, and practice presenting their elevator pitches to one another.

#### ACTIVITY: PREPARING QUESTIONS

**20 minutes**

- Tell students at the *JA Inspire* event, they will not only get to hear from business volunteers about their jobs and participate in hands-on activities, they will also have a chance to ask questions.
  - ☰ Being prepared will give you more information about careers or jobs you might like in the future.
  - ☰ Preparation is also essential to making a good impression.
  - ☰ Questioning and listening are skills you will need to get and keep a job.

- Hand out the *JA Inspire Questions Guide*.
- Have students pick three questions from the list.
- Tell students to add three questions of their own to ask industry professionals and also to add any relevant, job-specific questions for careers that will be represented at the JA Inspire event.
- Distribute a copy of the *JA Inspire Dos and Don'ts* handout.
- Allow a few minutes for students to review it.
- Ask student pairs to take turns being the interviewer and the interviewee, asking and answering questions from their list. Refer back to the career cluster research that students completed earlier for industry-specific questions, if applicable.
- Encourage students to use as many of the Dos and Don'ts tips as they can in their mock interviews.
- Find out what students are most curious about.
  - Ask for a volunteer to share one question. Ask why he or she wants to know more about that topic.
    - ❓ Did anyone else choose the same question? Why?
    - ❓ What questions did you add? Why?
    - ❓ Does anyone have different questions for a specific company? Why are you interested in that?
- Give feedback to students based on your observation of where they had difficulty.
- Remind students that:
  - It's natural to be nervous.
  - Interviewing takes practice.
  - They will have the opportunity to ask these types of questions with the business professionals they meet at *JA Inspire*.

#### WRAP UP

**5 minutes**

- Ask students to share their observations with the class and to discuss the upcoming event.
  - ❓ What are you most excited about?
  - ❓ What are your concerns?

? What do you hope to get out of the event?

- If students have Internet access, encourage them to research their top three companies before the event.
- Tell students they will complete a summary sheet after visiting their top three businesses. They should keep that in mind during the event.
- Review the event logistics.
  - Where to meet
  - What time to meet
  - Dress code and behavior
  - Items to bring or not bring; e.g., no electronic devices

*Note:* If classroom management or special needs are a concern, consider pre-assigning students to small groups. Let students know which group they will be in and let the event coordinator know in advance that you have assigned groups.

## Session 3: JA INSPIRE EVENT

SCHEDULE 1	
9:00-9:30	Registration
9:30-10:15	Workshop
10:30-11:00	Keynote Speaker
11:00-11:30	Panel Discussion
11:30-12:30 (1 hour)	Career Fair
12:30-1:00	Lunch and Dismissal

SCHEDULE 2	
10:00-10:30	Registration
10:30-11:00	Keynote
11:00-11:30	Panel
11:30-12:15	Workshop
12:30-1:30	Career Fair
1:30 -2:00	Lunch and Dismissal

## Session 4: DEBRIEF AND NEXT STEPS

### OVERVIEW

Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.

*Note:* Consider ways to ensure that students are able to integrate this knowledge with your curriculum and use their learning beyond the duration of *JA Inspire* as they prepare for the future. The My Plan tool provided in the *Personal Reflections* handout may serve as a starting point for future exploration.

### OBJECTIVES

THE STUDENTS WILL:

- Evaluate personal goals and priorities based on their experience at the *JA Inspire* event.

- Identify next steps, including exploration of high school coursework and other research.
- Understand relevant business communication practices.

## PREPARATION AND MATERIALS

STUDENTS WILL NEED:

- The *Personal Reflections* handout. You may want to give each student multiple copies of the My Plan tool that is included in the handout.

## RECOMMENDED TIME

This session should take 50 minutes to complete.

### INTRODUCTION

**5 minutes**

- Congratulate students on their successful participation.
- Ask students about their experience. Utilize the following questions to get the conversation started.
  - ❓ Was the event what you expected? Why or why not?
  - ❓ What surprised you?
  - ❓ What did you like the best?
  - ❓ What new ideas do you have about your future career?

### ACTIVITY: REFLECTION

**30 minutes**

- Have students reflect individually about the event.
  - Pass out the *Personal Reflections* handout.
  - Tell students they will now summarize their experience. Instruct them to fill out Part 1: Event Summary.
  - Encourage them to think back to their self-assessment and to refer to the notes they took at the event.
  - Circulate to answer questions. Allow 15 minutes for students to complete their summary.

- Ask if anyone would like to share his or her thoughts.
- Let students know that achieving their career goals and getting a first job requires thought and planning. That means they will need to:
  - Pick their high school courses deliberately.
  - Understand the education or training required.
  - Develop the required skills; e.g., creative thinking, math, writing ability, presentation skills, and public speaking.
  - Continue to develop connections with adults who can advise them and help them get an internship or a job.
- Ask students to look more closely at one career that interests them.
  - Instruct students to pick one career and fill out Part 2: My Plan.
  - Allow 5 minutes for students to complete their plan.
  - Discuss what they learned.

#### ACTIVITY: THANK YOU NOTES

**10 minutes**

**Note:** Students write thank you notes to practice good business etiquette and communication skills. You should decide if you want them to each write to the company or volunteer they found most interesting, or have all students write to one company. Your JA Area representative can help you deliver the notes.

- Explain that one of the most important tasks students can do to enhance their personal brand and leave a positive impression with potential employers is to send a thank you note after an interview.
- Describe that a good note:
  - Talks about the specific company and experience.
  - Mentions a particular learning experience or interaction with a volunteer that made a difference to the student.
  - Tells how the experience had a positive effect on the student's future.
  - Expresses appreciation.

- Have students write their notes. You may want to suggest changes to the notes before students send them.

#### WRAP UP

**5 minutes**

- Congratulate the students on their success. Encourage them to review and update their elevator pitches and to continue to review their career assessment results as they consider academic courses for next year and beyond.
- Remind students to keep their *JA Inspire workbook* and *Personal Reflections* handout as they choose their courses or look at interesting jobs. Or, you may want to collect them for safekeeping or future use.

**Note:** The JA Area will provide you with a survey to give feedback about your experience. Please take a moment to complete the survey. Your comments will help improve the quality of Junior Achievement programs.

## JA INSPIRE CAREER CLUSTER CARDS

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### INSTRUCTIONS

1. Make one copy of the cards for each pair of students.
2. Cut along the dotted lines. Keep the cards for each column together. Keep one copy intact as the answer key.
3. Or, for each pair of students, put one set of Career Cluster Title, Description, and Job Examples cards in a baggie. Make sure they are shuffled.

CAREER CLUSTER TITLE	CAREER CLUSTER DESCRIPTION	CAREER CLUSTER JOB EXAMPLES
<i>Agriculture, Food, and Natural Resources</i>	Careers related to all aspects of agricultural products and resources, including plant and animal products and resources	<ul style="list-style-type: none"> <li>• Farmer/Rancher</li> <li>• Veterinarian</li> <li>• Water Quality Manager</li> </ul>
<i>Architecture and Construction</i>	Careers for those who design, plan, manage, build, and maintain structures	<ul style="list-style-type: none"> <li>• Architect</li> <li>• Electrician</li> <li>• Surveyor</li> </ul>
<i>Arts, Audio/Video Technology, and Communications</i>	Professionals who design, produce, exhibit, perform, write, and publish multimedia content, such as within the arts, journalism, and entertainment	<ul style="list-style-type: none"> <li>• Actor</li> <li>• Animator</li> <li>• Desktop Publisher</li> <li>• Telecommunications Specialist</li> </ul>
<i>Business Management and Administration</i>	Careers for those who plan, organize, lead, and evaluate functions for running a business	<ul style="list-style-type: none"> <li>• Accountant</li> <li>• Human Resources Manager</li> <li>• Sports/Entertainment</li> <li>• Manager</li> </ul>
<i>Education and Training</i>	Careers related to all aspects of education, training, and learning-support services, such as administration and professional support services	<ul style="list-style-type: none"> <li>• Coach</li> <li>• Social Worker</li> <li>• Teacher</li> </ul>
<i>Finance</i>	Professionals who provide services for financial and investment planning, banking,	<ul style="list-style-type: none"> <li>• Actuary</li> <li>• Loan Officer</li> </ul>

CAREER CLUSTER TITLE	CAREER CLUSTER DESCRIPTION	CAREER CLUSTER JOB EXAMPLES
	insurance, and business financial management	<ul style="list-style-type: none"> <li>• Tax Preparer</li> </ul>
<i>Government and Public Administration</i>	Professionals who plan and execute government functions at the local, state, and federal levels, including national security, foreign service, planning, revenue and taxation, and regulations	<ul style="list-style-type: none"> <li>• Ambassador</li> <li>• Police Officer</li> <li>• Tax Attorney</li> </ul>
<i>Health Science</i>	Careers for those who provide and manage therapeutic services, diagnostic services, health information, support services, and biotechnology research	<ul style="list-style-type: none"> <li>• Emergency Medical Technician (EMT)</li> <li>• Home Health Aide</li> <li>• Nutritionist</li> </ul>
<i>Hospitality and Tourism</i>	Professionals who assist people with their recreational and entertainment needs in the restaurant industry, food/beverage services, lodging, travel and tourism, and amusement and attractions industries	<ul style="list-style-type: none"> <li>• Food Service Manager</li> <li>• Pastry/Specialty Chef</li> <li>• Tour/Travel Coordinator</li> </ul>
<i>Human Services</i>	Careers related to families and human needs, such as counseling and mental health services, community services, personal care, and consumer services	<ul style="list-style-type: none"> <li>• Cosmetologist</li> <li>• Insurance Representative</li> <li>• Licensed Professional Counselor</li> </ul>

CAREER CLUSTER TITLE	CAREER CLUSTER DESCRIPTION	CAREER CLUSTER JOB EXAMPLES
<i>Information Technology (IT)</i>	Careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services	<ul style="list-style-type: none"> <li>• 2D/3D Artist</li> <li>• Database Administrator</li> <li>• Webmaster</li> </ul>
<i>Law, Public Safety, Corrections, and Security</i>	Professionals who provide or manage legal services, public safety, protective services, and homeland security, including professional and technical support services	<ul style="list-style-type: none"> <li>• Attorney</li> <li>• Hazardous Materials Responder</li> <li>• Park Ranger</li> </ul>
<i>Manufacturing</i>	Professionals who process materials into products and related professional and technical support activities	<ul style="list-style-type: none"> <li>• Assembler</li> <li>• Plumber/Pipe Fitter/ Steam Fitter</li> <li>• Quality Control Technician</li> </ul>
<i>Marketing and Sales</i>	Careers related to marketing activities for an organization, such as brand management, professional sales, merchandising, marketing communications, and market research	<ul style="list-style-type: none"> <li>• Art/Graphics Director</li> <li>• Entrepreneur</li> <li>• Sales Executive</li> </ul>
<i>Science, Technology, Engineering, and Mathematics (STEM)</i>	Professionals who manage and conduct scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and	<ul style="list-style-type: none"> <li>• Aerospace Engineer</li> <li>• Marine Scientist</li> <li>• Radio/TV Broadcast Technician</li> </ul>

CAREER CLUSTER TITLE	CAREER CLUSTER DESCRIPTION	CAREER CLUSTER JOB EXAMPLES
	testing services and research and development services	
<i>Transportation, Distribution, and Logistics</i>	Careers related to the movement of people, materials, and goods by road, pipeline, air, rail, and water, and related professional and technical support services	<ul style="list-style-type: none"> <li>• Aviation Inspector</li> <li>• Environmental Scientist/Specialist</li> <li>• Heavy Truck Driver</li> </ul>

# JA INSPIRE DOS AND DON'T'S

DO	DON'T
<ol style="list-style-type: none"> <li>1. Get a good night's sleep.</li> <li>2. Take a shower.</li> <li>3. Dress up. Look like a business person.</li> <li>4. Check your appearance in a mirror.</li> <li>5. Mute cell phones and all other digital devices.</li> <li>6. Be able to show that you know about the company.</li> <li>7. Remember that first impressions matter.</li> <li>8. Have a positive attitude.</li> <li>9. Offer a firm handshake.</li> <li>10. Get to the point. Express thoughts clearly and simply.</li> <li>11. Make sure you answer the question you were asked. Don't ramble on.</li> <li>12. Make eye contact.</li> <li>13. Smile.</li> <li>14. Stand tall. Sit straight.</li> <li>15. Be adaptable. (No job is a perfect fit.)</li> <li>16. Bring a portfolio with work samples if you have some experience to show off.</li> <li>17. Follow up with a thank you note or email.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be late.</li> <li>2. Chew gum.</li> <li>3. Wear sunglasses or headgear, such as a hat or bandana.</li> <li>4. Be sarcastic or disrespectful.</li> <li>5. Mumble. Slouch. Twitch.</li> <li>6. Criticize your teachers, fellow students, or former employers.</li> <li>7. Use a cell phone or other digital device during the event.</li> </ol>



# JA INSPIRE QUESTION GUIDE

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You need to be prepared to ask the business volunteers good questions and have meaningful conversations at the event. Prepare at least one question from each category. Examples are provided below, but spend some time considering what you would like to know and try to write questions that aren't the same as many other students will ask. Business volunteers will take notice of those who have questions that are unique and thoughtful.

## ABOUT THE COMPANY

EXAMPLE: What type of person is successful in your company?

EXAMPLE: How many hours do you work each week?

EXAMPLE: Are there opportunities for raises and promotions at your company?

EXAMPLE: Do most people work alone or in teams?

EXAMPLE: Does your company offer on-the-job training?

## ABOUT THE JOB

EXAMPLE: What types of education or skills are required for your job?

EXAMPLE: What can I do today to begin preparing for a job like yours?

EXAMPLE: How do you use time-management skills in your job?

## ABOUT THE BUSINESS VOLUNTEER

EXAMPLE: Why did you choose this career? How did you get started?

EXAMPLE: What is the coolest thing you have ever done at work?

EXAMPLE: What do you like most about your job?

EXAMPLE: What daily tasks do you perform at your job?

## ABOUT THE CAREER CLUSTER

EXAMPLE: What are some of the entry-level jobs in career?

EXAMPLE: What is a typical starting salary for an entry-level position?

EXAMPLE: What type of on-the-job training do most companies offer?

EXAMPLE: Are there opportunities for self-employment in your career or industry?

List three other questions you would like to ask.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

List additional questions for specific careers or companies.

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# JA INSPIRE ELEVATOR PITCH GUIDE

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It's important to think about what you want to say before your delivery your elevator pitch. Answer the following questions to help prepare some ideas for your pitch then using your responses, craft an elevator pitch that you can share.

## PREPARE IDEAS FOR YOUR ELEVATOR PITCH

- What matters to you?

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- What are you good at?

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- What do you have to offer a potential employer?

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- What interests you?

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- What do you want to be remembered for doing?

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- If you asked a friend, how would he or she describe you?

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- What is one thing people should know about you?

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### COMPILE THE BASIC INFORMATION FOR YOUR PITCH:

- Your name:

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- The dream job you would like to have:

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- Skills or interests that you have that could contribute to that job:

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- Something about yourself that would make a positive and memorable impression:

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### WRITE YOUR PITCH:

Remember to include your name, your dream job, why it's your dream job and the skills and interest you have that will contribute to your success.

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# JA INSPIRE PERSONAL REFLECTIONS

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The *JA Inspire* event was just the beginning of a thoughtful process that will help you plan your education and career path. Now, it's time to think about everything you have learned and ways you can use that knowledge in the future.

On the next page is a planning tool consisting of two parts: One will help you summarize what you have learned from the event, and the other will help you identify your next steps.

## PART 1: EVENT SUMMARY

1. In the column labeled *Career Cluster*, name the top three career clusters that you learned about, listing one in each row.
2. For each one, complete the next three columns.

## PART 2: MY PLAN

1. Pick one career that interests you. Write that career in the first row under the column labeled *Career*.
2. Fill out the other three columns in that row.
3. Repeat for other careers, in the rows below, as time permits.



### EVENT SUMMARY

CAREER CLUSTER	CAREERS	THREE THINGS I LEARNED ABOUT THIS CAREER CLUSTER	WHY THIS IS A GOOD MATCH FOR MY SKILLS AND INTERESTS



## MY PLAN

CAREER	SKILLS I NEEDED TO SUCCEED IN THIS CAREER	EDUCATION OR TRAINING TO GET STARTED	NEXT STEPS