

WORK AND CAREER READINESS

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WORK AND CAREER 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 emphasizes 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.

CONTENT STANDARDS

Whenever applicable, the standards recommended by the Common Core State Standards Initiative will be referred to in the lesson title using the abbreviation CCSS, followed by the subject, the grade, and then the strand and skill numbers.

Work and Career Readiness

Lesson 1:

Interests and Skills

Lesson 2:

Applying for a Job

Application and Extension Activities

Lesson 1:

Career Types
Education Pays Off
Soft Skills-Teamwork
Soft Skills-Problem Solving

Lesson 2:

Job Interviews
Elections
Writing a Resume
Career STEM Lesson

For example, CCSS LA 5 RI 7 is **Common Core State Standard for Language Arts, Grade 5, Reading for Informational Text, skill 7**. For easy reference, amplified standards can be found in the Teacher References section at the end of each unit. State specific standards for English Language Arts, Mathematics, and Social Studies can be found at <https://www.juniorachievement.org/web/ja-usa/correlations>.

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. The **Career STEM Lesson** on Page 54 uses a reproducible sheet which should be copied, one per student, prior to the lesson if you plan to teach it. Plan for each session to be about 50 minutes.

Familiarize yourself with the job interview process presented on Pages 34-39. Consider conducting interviews for the different jobs available at *JA BizTown* by having parents and business volunteers come in and interview the citizens. You may also want to consider holding elections for certain positions; refer to the election material on Pages 40-48.

ASSESSMENT

An assessment that covers the core concepts for this unit is provided on Pages 59 and 60. The answer key immediately follows.

WORK AND CAREER 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*.

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

LEARNING OBJECTIVES

Citizens will:

- Explore 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 devote one or two class periods to elections and job interviews. More information on interviews and elections can be found in Lesson 2, Application Activity 1, beginning on Page 34.

Send the Family Newsletter, on Page 51 in the **Citizen Guides**, home after Lesson 2. It is reproduced on Page 58 of the Teacher Guide.

Vocabulary

Interests

Things a person likes to do.

Skills

Abilities a person has developed and does well.

SETTING THE STAGE | 5 minutes

- 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:
 - o Can someone have an interest in something without having the skill to do it? (Yes. An example is a sport such as soccer. Many people like to play soccer, even though they may not be successful at scoring goals.)
 - o 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 doing our laundry, for example, but many of us would prefer not to do it.)
- Explain that it is important to find a job that you are 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. Examples of interests include playing sports, writing, acting, singing, helping others, working with numbers, fixing things, researching, baking, sewing, making crafts, teaching, coding, drawing, or playing a musical instrument.

_____	_____
_____	_____
_____	_____
_____	_____

2. Review your 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?

_____	_____
_____	_____

Teacher Note

The four career types—

people, data, ideas and things—are a way to categorize careers based on interests.

For an illustration of these career types, you may want to display Page 14, Illustration WR-1B, Career Types.

Vocabulary

Career

Work that matches a worker's interests, values, and abilities.

STEM

Acronym for science, technology, engineering, and mathematics.

ACTIVITY | 20 minutes

STEM Career Match

CCSS LA 4/5 RF 4.c

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. 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.

Teacher Note

To assist citizens, tell them that all people careers begin with the letter P, things careers begin with the letter B, idea careers begin with the letter A, and data careers may begin with any other letter. A full answer key follows this page.

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 has a match. (If you have an uneven number of cards, 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 matches have been made, each pair should introduce their career to the class and summarize the job description.
9. Give the “Go” signal to start 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.

Fourth-Grade Variance

Separate the cards by career type and place them in four different areas of the room with the appropriate table tents. Divide the class into four groups and send one group to each designation. Citizens will pick a card and find the citizen with the card that matches within that group.

Sixth-Grade Variance

CCSS LA 6 RI 2

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 with mental or emotional stress or illnesses.



Physics teachers help students understand the principles of matter and energy and how these forces interact in nature.



Physical therapists help people who have injuries or disabilities regain movement of their arms and legs.



Pharmacists prepare medications and help people use them correctly.

Idea jobs



Architects design homes, office buildings, and bridges using computer programs.



Aerospace engineers design aircraft, missiles, and spacecraft and build and test them.



Agricultural engineers study ways to produce more food helping farmers grow better crops.



Astrophysicists study the life and death of stars, planets, and the galaxies that make up the universe.

STEM CAREER MATCH CARDS

Things jobs



Biochemists study cells and chemical processes using lab instruments and equipment.



Biomechanical engineers work with mechanical devices to improve people's quality of life, such as building artificial arms or legs.



Biofuel technicians test plant materials and turn them into usable fuel for homes, businesses, and vehicles.



Biologists study animals and wildlife, often outdoors in the animals' natural habitat.

Data jobs



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



Dietitians create nutritional programs for patients based on their medical information.



Geographic systems analysts create maps to help solve problems, such as identifying which forests might catch fire.



Cryptographers analyze, create, and unlock secret computer programs, called encryption codes.

Vocabulary

Employee

A person who works for an employer.

Employer

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

Soft skills

Skills that represent the way good employees act on the job.

Teamwork

The effort of members of a group to work together and achieve a goal.

ACTIVITY | 20 minutes

Appropriate Workplace Behaviors

CCSS LA 4/5/6 SL 1.b

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 at work.

Sixth-Grade Variance

CCSS LA 6 SL 1.b

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.

Teacher Note

If you are pressed for time or need a less-active option, summarize the lesson with the following statements:

1. 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.

2. There are many ways to categorize or group jobs. One way is according to people's interests.

3. Employers want to hire employees who demonstrate appropriate soft skills.

SUMMING IT UP | 5 minutes

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.

- **People**—Interests: helping people, communicating, child development. Skills: counseling, negotiating, teaching. Soft skills: prompt, tolerant, friendly. Jobs: counselor, day care provider, salesperson, teacher, psychologist.
- **Ideas**—Interests: puzzles, science, inventing. Skills: problem solving, creating, generating ideas. Soft skills: follow-through, initiative. Jobs: detective, fashion designer, architect.
- **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.
- **Things**—Interests: crafts, building, being outdoors. Skills: good with hands, planner, can fix things. Soft skills: neat, punctual, detail-oriented. Jobs: carpenter, firefighter, locksmith, plumber, civil engineer.

OPTION

Move on to Lesson 2, Page 25, 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.

CHECK IT OUT! DAY SEVEN

Today's beginning balance: \$25.04

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 Tomika.

(Ending balance is \$32.54.)

APPLICATION ACTIVITY 1 | 15 minutes

Career Types

MATERIALS

- ❑ **Citizen Guides**
- ❑ 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 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 career type.

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 career type.

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 career type.

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 career type.

APPLICATION ACTIVITY 2 | 15 minutes

Education Pays Off

CCSS Math 4/5 MD 4

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. Data from the Bureau of Labor Statistics supports that employment in STEM-related careers is projected to grow to more than 9 million between 2012 and 2022.
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 usually means a higher salary.
 - Those who earn graduate degrees have the highest earning potential of all workers.



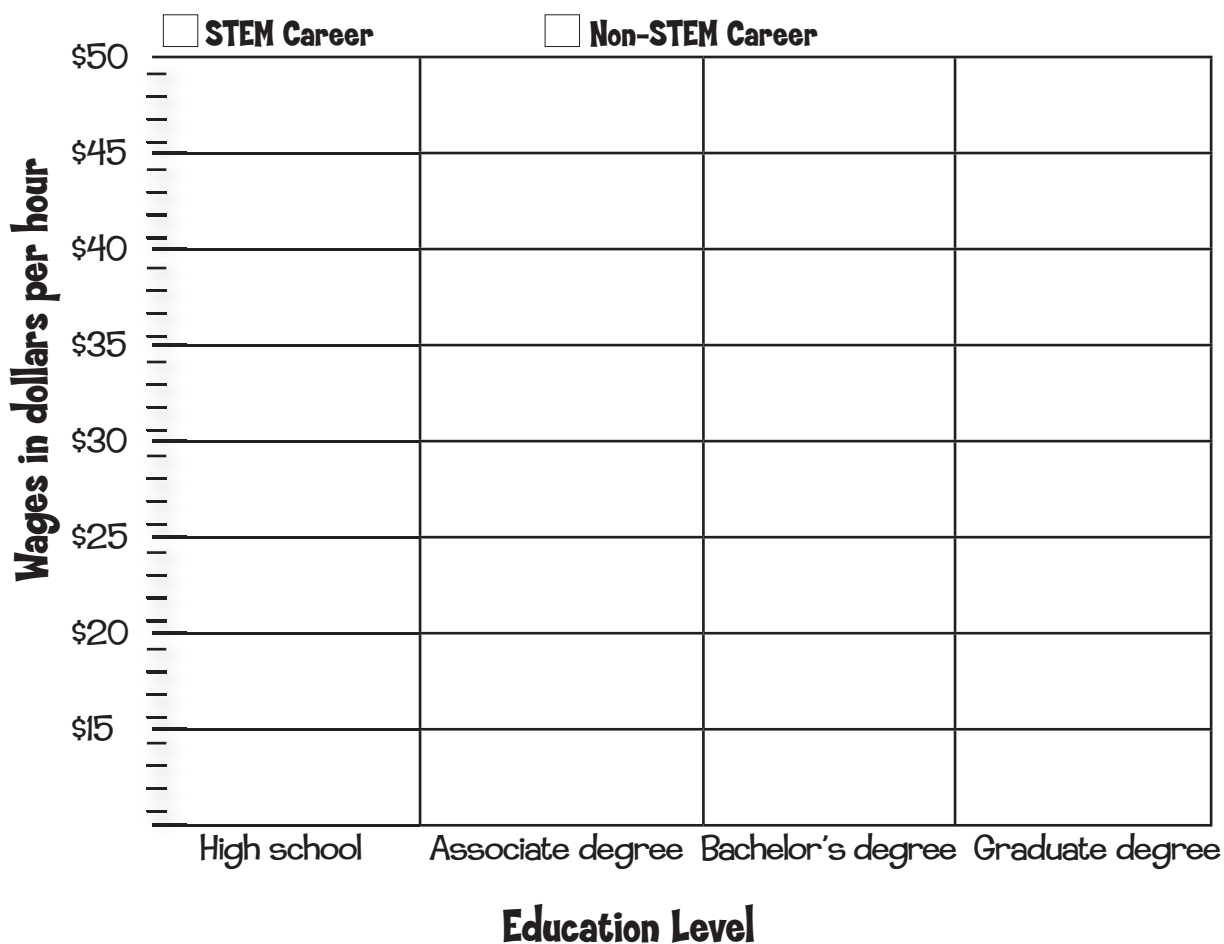
EDUCATION PAYS OFF

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.

	STEM wage per hour	Non-STEM wage per hour
High school diploma	\$27.53	\$16.21
Associate degree	\$30.79	\$19.09
Bachelor's degree	\$39.28	\$28.34
Graduate degree	\$45.37	\$35.16

Source: U.S. Department of Commerce, 2015

Comparing STEM and Non-STEM Wages





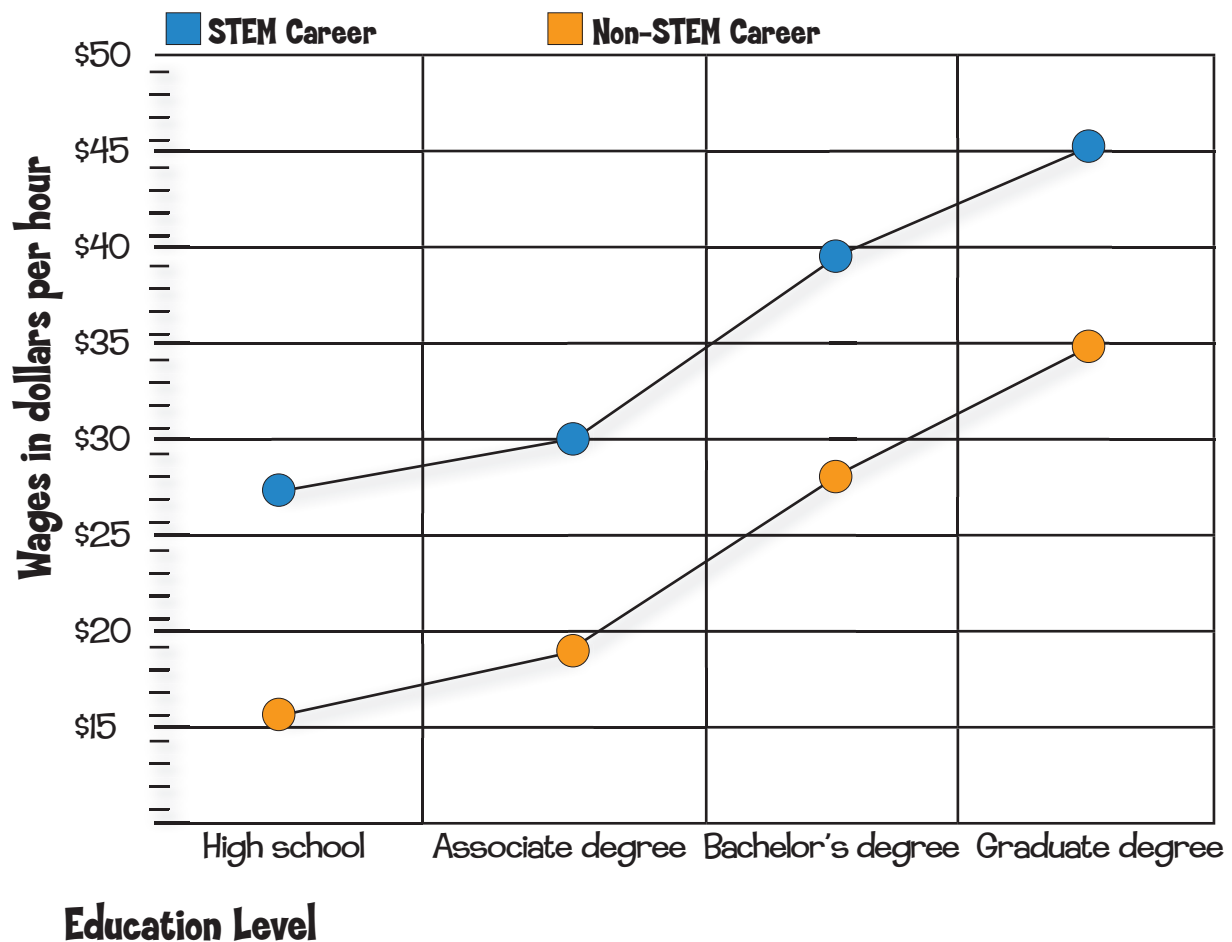
EDUCATION PAYS OFF

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.

	STEM wage per hour	Non-STEM wage per hour
High school diploma	\$27.53	\$16.21
Associate degree	\$30.79	\$19.09
Bachelor's degree	\$39.28	\$28.34
Graduate degree	\$45.37	\$35.16

Source: U.S. Department of Commerce, 2015

Comparing STEM and Non-STEM Wages



EXTENSION ACTIVITY 1 | 10 minutes

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 a variety of solutions to a problem.

ICE CREAM FLAVORS



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 the activity.

[illegible]

Vocabulary

Innovative solutions

Creative ideas used to solve problems.

EXTENSION ACTIVITY 2 | 20 minutes

Soft Skills—Problem Solving

CCSS LA 4/5 SL 1.b

MATERIALS

- ❑ Resource WR-1E, **Entrepreneur Problems**, 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 Problems**, 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 problems. Inform teams they will have 10 minutes to complete the activity. Some teams may have the same problem.
- 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 community problems.

ENTREPRENEUR PROBLEMS

Name _____

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

Problem One: You work for a restaurant that has a reputation for serving the best hamburgers in town. Unfortunately, due to 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?

Problem 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 between noon and 6 p.m. When you go to your friend's house on Saturday morning, you discover 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 PROBLEMS

Name _____

Directions: Using teamwork, think of 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.

Problem 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 lawns. After distributing fliers to 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 your lawn mower is broken. When you go to your friend's house to get her lawn mower, you realize that her lawn mower is out of gas, and no one has money to buy more. What is your innovative solution to solve this problem?

Problem Four: You work at the refreshment stand at the local movie theater. On Saturday morning, the popcorn machine breaks and the drink machine runs out of soda. The lines at the refreshment stand are getting long. What is your innovative solution to solve this problem?

Citizen Alert!

Remember: Working as a team helps all group members to think of ways to solve problems.



ENTREPRENEUR PROBLEMS

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

Problem One: You work for a restaurant that has a reputation for serving the best hamburgers in town. Unfortunately, due to 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.

Problem 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. When you go to your friend's house on Saturday morning, you discover 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.

Problem 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 lawns. After distributing fliers to 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 is broken. When you go to your friend's house, you realize that her lawn mower is out of gas, and no one has money to buy more. What is your innovative solution to solve this problem?

ANSWER KEY

ENTREPRENEUR PROBLEMS

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.

Problem Four: You work at the refreshment stand at the local movie theater. On Saturday morning the popcorn machine breaks and the drink machine runs out of soda. The lines at the refreshment stand are getting long. What is your innovative solution to solve this problem?

Answers will vary but may include: Apologize for the inconvenience, offer iced water, 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 AND CAREER READINESS

Lesson 2: Applying for a Job

INTRODUCTION

In *JA BizTown*, citizens will go to work, earn a paycheck, shop, 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.

INQUIRY: How do I get a job?

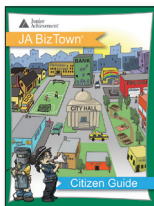
LEARNING OBJECTIVES

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 | 5 minutes

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 | 15 minutes

Job Application

CCSS LA 4/5 L 2.e

1. Inform citizens they will have an opportunity to apply for the *JA BizTown* job of their choice. Project or display Page 29, Illustration WR-2A, **JA BizTown Job Application**. Ask citizens to turn to their **Citizen Guide**, 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 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 **Citizen 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. A strong resume will 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 49, 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.

Vocabulary

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.

Resume

A written summary of a person's work and school experience.

- 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 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. Note: Citizens may not receive their first choice. 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

Name of School	Grade Level	Favorite Subject

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 | 25 minutes

Speed Interviews

CCSS LA 4/5 SL 1.b

In this activity, citizens will interview each other for 3 minutes, then move on to another interview, practicing their handshakes and interview skills. 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.
 - Citizens will meet a new citizen every three minutes, 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 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.
 - Students 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** sheet.
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 31 and 32.)

FIND OUT MORE about job interviews. Check out Page 34, Application Activity 1, **Job Interviews**.

Sixth-Grade Variance

CCSS LA 6 SL 6

Ask the interviewees and the interviewers to adapt their speech to different roles. You might announce, "For this round, you will be applying for the job of councilman" or "For this round, you will be an applicant with an advanced degree."



MAKING THE RIGHT IMPRESSION

Name _____

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

Interview Questions

1. What activities do you like to do at school?

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. What out-of-school activities do you participate in? Any volunteer work?

Citizen Alert!

Remember that it is important to be honest 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 friendly?

_____ 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?

SUMMING IT UP | 5 minutes

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 not important and does not 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 59-62.

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.

- Application Activity 1 explains job interviews.
- Application Activity 2 offers ideas about holding elections.
- Extension Activity 1 is a lesson on writing a resume.
- Extension Activity 2 is a STEM lesson using problem-solving and math skills.

CHECK IT OUT! DAY EIGHT

Today's beginning balance: \$32.54

The bank was closed today and you needed \$5.00 cash, so you used your debit card at the ATM to get the money.

You then went to the beach with your friends and bought sunscreen at The Beach Cabana for \$4.30, paying with your debit card.

(Ending balance is \$23.24.)

Teacher Note

Instruct citizens to remove Page 51, the Family Newsletter, from their **Citizen Guides** and take it home. A copy is on Page 58 of this guide.

APPLICATION ACTIVITY 1

Job Interviews

MATERIALS

- ❑ Resource WR-2D, **Interview Response Form A**
- ❑ Resource WR-2E, **Interview Response Form B**

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 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.

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.
- Permit the entire class to interview at one time if enough volunteers are available.
- Preview the two interview forms and decide which one you will use. Provide interviewers with an **Interview Response** Form A or B for each student they will interview.

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. (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 _____

- | | | | | | |
|---|--------------------|---|---|---|---------------------|
| 1. Why are you applying for Job #1? | lowest
1 | 2 | 3 | 4 | highest
5 |
| 2. What skills do you have that qualify you for this job? | lowest
1 | 2 | 3 | 4 | highest
5 |
| 3. Describe any past experiences doing something similar to this job. | lowest
1 | 2 | 3 | 4 | highest
5 |
| 4. What do you believe is your greatest strength, and how does that qualify you for Job #2? | lowest
1 | 2 | 3 | 4 | highest
5 |
| 5. Describe some of the skills that are needed to be a good team member in this job. | lowest
1 | 2 | 3 | 4 | highest
5 |
| 6. What do you believe is the most important trait of a quality business? | lowest
1 | 2 | 3 | 4 | highest
5 |
| 7. What do you believe would be your greatest challenge in Job #3? | lowest
1 | 2 | 3 | 4 | highest
5 |
| 8. Why do you want this job? | lowest
1 | 2 | 3 | 4 | highest
5 |

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:

	lowest				highest
First Question # _____	1	2	3	4	5
Second Question # _____	1	2	3	4	5
Third Question # _____	1	2	3	4	5

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 _____

	lowest				highest
Overall Match Rating:	1	2	3	4	5

Job #2 _____

Business _____

	lowest				highest
Overall Match Rating:	1	2	3	4	5

Job #3 _____

Business _____

	lowest				highest
Overall Match Rating:	1	2	3	4	5

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:

	Poor		Fair		Excellent
1. Job Application:					
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; speaks well	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 using computers.
3. Are you a good communicator? Do you like to 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.

APPLICATION ACTIVITY 2

Elections

MATERIALS

- ☐ Elections 1-A, **Intent to Run for Office Form**
- ☐ Elections 1-B, **Eligible Voter List**
- ☐ Elections 1-C, **Campaign Manager Form**
- ☐ Elections 1-D, **JA BizTown Ballot Template**
- ☐ Elections 1-E, **JA BizTown Referendum Ballot**
- ☐ Elections 1-F, **Speechwriting Tips**

Some schools may opt to hold elections for selected *JA BizTown* positions, particularly for mayor and radio announcer. 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 not required; however, the following guide is offered to assist teachers if they decide to use this option.

The in-class activities can vary greatly depending upon teacher interest and time. The following are suggestions:

- Announce the elected positions. Candidates should declare their interest by completing Page 43, Elections 1-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 other positions)—refer to the job descriptions found in the *JA BizTown* Jobs Tab in the Teacher Guide for details about the mayor’s job and other *JA BizTown* positions.

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.

Discuss classroom election rules: Negative campaigns or speeches should not be permitted. Posters and advertisements also should be preapproved by the teacher. Citizens are encouraged to limit financial spending, or use only available classroom materials.

Vocabulary

Referendum

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

Distribute copies of Page 43, Elections 1-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 45, Elections-1C, **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 44, Elections 1-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 46, Elections 1-D, is provided for the election voting process. A **JA BizTown Referendum Ballot**, Page 47, Elections 1-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 48, Elections 1-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.

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.

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: _____

Citizen's Name Print your name, and write your signature below it.	Voter presented a valid registration card. (write "yes" or "no")	Filing date (today's date)	Authorization of election official (signature or initials)
Sam Citizen <i>Sam Citizen</i>			

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 opponents.
- 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)

===== (tear off) =====

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

- 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. Ballots vary in length depending upon the number of candidates and positions to be filled. Use this sample to create a ballot for your elections, filling in the names of your candidates.

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

1. Mayor of JA BizTown

- ☐ John Bartlett
- ☐ Susan Dugar
- ☐ Jose Supera
- ☐ Tana Wyler

2. Radio Station DJ of JA BizTown

- ☐ Manjing He
- ☐ Ian Kelner
- ☐ Mary Peng-Mohr
- ☐ Calvin Weiss

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

EXTENSION ACTIVITY 1 | 35 minutes

Writing a Resume

CCSS LA 4/5 W 2.a

MATERIALS

- ❑ Illustration WR-2F, **Resume Example**
 - ❑ Illustration WR-2G, **Writing a 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 an employer determine whether a person is right for a particular job.
 2. A resume can include various categories 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 an 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 51, Illustration WR-2F, **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 52, Illustration WR-2G, **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 resumes, use Resource WR-2H and ask citizens to pretend to be employers reading resumes for a new teller position at their bank.

- Project or display Page 53, Resource WR-2H, **Tyra 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"; indicates subject she hates; 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.
Colorado Springs, CO 80906
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, 2018 Mathematics competition
- ❖ First Place, JA Bake-Off (apple pie)

Work Experience

January 2016–January 2017: babysat every Tuesday evening for neighbor Monique Hansen

December 2016: 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.
Colorado Springs, CO 80906
Telephone (101) 234-5678

Position Sought

Abilities and Talents

- ❖
- ❖
- ❖
- ❖

Achievements and Awards

- ❖
- ❖
- ❖

Work Experience

Education and Training

TYRA SMITH'S RESUME

Tyra 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

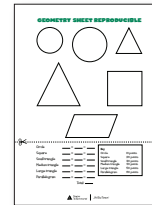
Service

Volunteer for Lots of Stuff

References available upon request.

EXTENSION ACTIVITY 2 | 50 minutes**Career STEM Lesson****CCSS Math 4.G.1,5.G.3****MATERIALS**

- ❑ Blank paper sheets
- ❑ Scissors, glue sticks, crayons or markers
- ❑ Reproducible WR-2J, **Geometry Sheet**.
Make enough copies of the handout for each student in your class.
- ❑ Optional: Large sheets of paper or poster board for students to glue their robot designs

**21ST-CENTURY CAREER**

1. Robots can quickly perform tasks to help people and businesses in the community. Citizens will become mechanical engineers for a day and determine a problem or task for a robot-helper. The problem or task can be found at school or in the community. Tasks could include picking up trash, repairing play yard equipment, or cooking meals for the homeless. Citizens will then create robots using geometric shapes cut from paper.
2. Ask, “What community problem will your robot help solve?”
3. Brainstorm different problems with the class and write them on the board.
4. Ask, “How will your robot perform the task?”
5. Have citizens sketch a few robot designs.
6. Ask, “When and where would you use your robot?”
7. Project or display, Page 56, Reproducible WR-2J, **Geometry Sheet**. Present the activity to the class.
 - Tell citizens they will construct robots using the shapes found on the handout.
 - They will cut the shapes from the handout and trace them onto separate pieces of paper.
 - Citizens should trace each shape as many times as they need to make their robots. Each shape should be used at least once.

- Optional: The Math activity at the bottom of the sheet is optional and can be done after the robot is formed and completed.
- Distribute the handouts, one to each student, and the blank sheets of paper.
 - Remind citizens to cut, trace, and then piece together their robots. Once they are satisfied with the design, they can glue the shapes in place on a blank sheet of paper. Have citizens color and name their robots.
 - If time allows, citizens can present their completed robots to the class, describing how their robot helps solve problems for the community.

Optional Math: How many of each shape did you use? Have students write the number of each shape they used on their handouts and multiply the number by its value using the Key. Total the points.

Small circle _____ × _____ = _____
 Medium circle _____ × _____ = _____
 Square _____ × _____ = _____
 Small triangle _____ × _____ = _____
 Medium triangle _____ × _____ = _____
 Parallelogram _____ × _____ = _____
 Total: _____

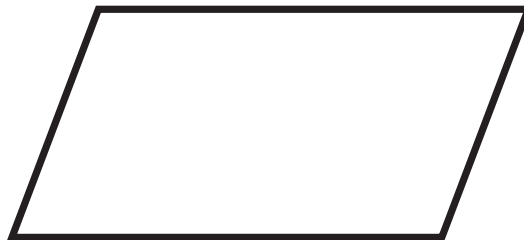
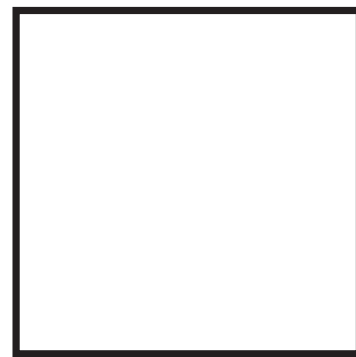
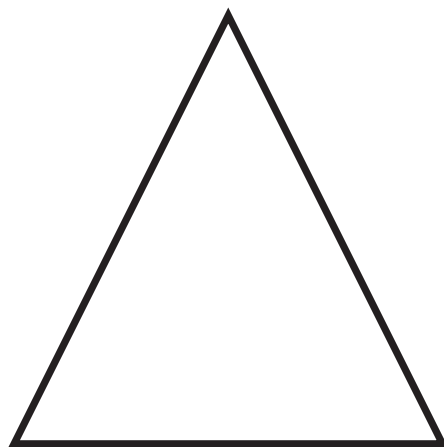
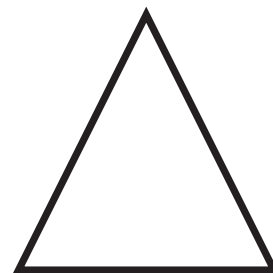
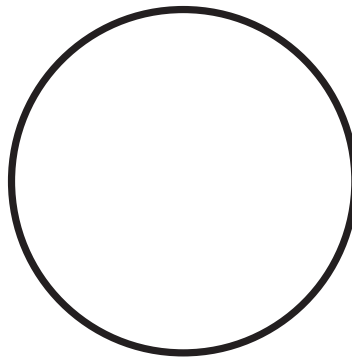
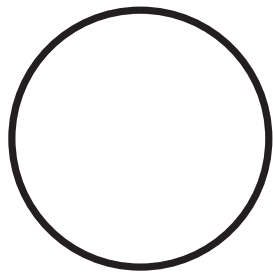
Key

Small circle	10 points
Medium circle	20 points
Square	30 points
Small triangle	40 points
Medium triangle	50 points
Parallelogram	60 points

Mission accomplished!

Your robot may one day help people and businesses build a better world.

GEOMETRY SHEET



Small circle _____ × _____ = _____
 Medium circle _____ × _____ = _____
 Square _____ × _____ = _____
 Small triangle _____ × _____ = _____
 Medium triangle _____ × _____ = _____
 Parallelogram _____ × _____ = _____

Total: _____

Key

Small circle	10 points
Medium circle	20 points
Square	30 points
Small triangle	40 points
Medium triangle	50 points
Parallelogram	60 points

CAREER EXPLORATION EXAMPLE

WORK AND CAREER READINESS

Your child has just completed the Work and Career 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 *JA BizTown*, 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 continue to prepare for their upcoming visit to the simulation. 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 interests your student.

BizTalk!

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

BizTalk!

Ask your student about a STEM career that interested him or her.

WORK AND CAREER READINESS

Teacher References

WORK AND CAREER 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. What are the four career types?
 - a. people, data, things, ideas
 - b. electronics, medicine, computers, school
 - c. skills, interests, mechanics, science
 - d. things, technology, science, engineering
4. Choose the **two** soft skills.
 - a. teamwork
 - b. punctuality
 - c. interest
 - d. computer programming

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

WORK AND CAREER READINESS ASSESSMENT (cont.)

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 AND CAREER 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. What are the four career types?
 - ☒ a. people, data, things, ideas
 - b. electronics, medicine, computers, school
 - c. skills, interests, mechanics, science
 - d. things, technology, science, engineering
4. Choose the **two** soft skills.
 - ☒ a. teamwork
 - ☒ b. punctuality
 - c. interest
 - d. computer programming

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

WORK AND CAREER READINESS ASSESSMENT (cont.)

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.

COMMON CORE STATE STANDARDS REFERENCES

Lesson 1

CCSS LA 4/5 RF 4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS LA 6 RI 2 (Variance)

Determine a central idea of a text and how it is conveyed through particular details.

CCSS LA 4/5 SL 1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS LA 6 SL 1.b (Variance)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS Math 4/5 MD 4 (Application Activity)

Make a line plot to display a data set of measurements

CCSS LA 4/5 SL 1.b (Extension Activity)

Follow agreed-upon rules for discussions and carry out assigned roles

Lesson 2

CCSS LA 4/5 L 2.e

Spell grade-appropriate words correctly, consulting references as needed.

CCSS LA 4/5 SL 1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS LA 6 SL 6 (Variance)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS LA 4/5 W 2.a (Extension Activity)

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful

CCSS Math 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

CCSS Math 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

WORK AND CAREER READINESS VOCABULARY

Lesson 1

Career

Work that matches a worker's interests, values, and abilities.

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.

Skills

Abilities a person has developed and does well.

Soft skills

Skills that represent the way good employees act on the job.

STEM

Acronym for science, technology, engineering, and mathematics.

Teamwork

The effort of members of a group to work together to achieve a goal.

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.