



WORK READY

LIFE SKILLS CURRICULUM



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EDUCATOR'S GUIDE

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Introduction

The purpose of the Purdue Extension **Work Ready** program is to teach life skills necessary to increase the number of qualified applicants for the job openings in the United States.

According to the United States Department of Labor's Bureau of Labor Statistics, occupational employment is projected to grow by 5.2 percent from 2018 to 2028. This is a projected increase of 8.4 million jobs to 169.4 million jobs over the 2018-28 decade. This expansion reflects an annual growth of 0.5 percent. Employment in nearly all major occupational groups is projected to increase from 2018 to 2028.

The service-providing sector as a whole will grow at a projected rate of 0.6 percent annually, slightly faster than the annual rate of 0.5 percent for industry employment overall. This growth is projected to add more than 7.6 million jobs, resulting in 136.8 million jobs in the service-providing sector by 2028.

An aging population and labor force will contribute to changes expected over the coming decade, including a continued decline in the labor force participation rate and continued growth in employment in healthcare and related industries and occupations. Real Gross Domestic Product (GDP) is projected to grow at much the same rate from 2018 to 2028 as it did in the previous decade; labor productivity is projected to accelerate slightly from the previous decade to an annual rate of 1.6 percent, higher than the previous decade's annual rate of 1.3 percent.

The Work Ready curriculum can help address this growth by preparing applicants who have less experience and education to fill these jobs.

Program Overview

The lessons are designed to be flexible to fit your situation. Lessons can be completed in one session or in multiple-session increments. The optional activities can be used to custom-fit the curriculum to your audience. The target audience for this curriculum is high school students and displaced adult workers.

The lessons are:

Plan for Life—Understand the role that setting goals can play in career planning and in forming working connections between self-discovery, career exploration and planning for life.

Personal Accountability—Gain awareness and understanding of what it means to be accountable in life and in the workplace. The activities help learners apply pragmatic skills to eliminate victim thinking and differentiate between responsibility and accountability.

Career Planning—Gain an understanding of the world of work, the career planning process and how to apply basic planning principles to an individual career search. Critical workplace proficiencies, personal qualities and high-demand fields for the 21st century are highlighted.

Social Media: Digital Citizenship and Responsibility—Gain an awareness and understanding of what it means to be safe, smart and professional when using social media. Learn the consequences attached to poor decision-making when it comes to social media.

Teamwork Makes the Dream Work—Understand the importance of teamwork, leadership, communication and conflict management in creating a productive and successful workplace. Participants gain knowledge, assess skills and practice team-building principles relevant and necessary for success in their personal, social and work environments.

Time Management—Time management is a necessary part of both our personal and work lives. It is an important step in alleviating stress and becoming productive and successful at whatever we do. Learn about time-wasters, procrastination, organizing and prioritizing tasks, and planning.

Budgeting and Money Management—Understand the importance of money management in terms of financial freedom, financial success and overall goal achievement. Learn how to develop a budget. Having a working knowledge and appreciation of basic money principles helps ensure that learners develop proficiencies necessary for applying smart fiscal decision-making strategies in their daily lives.

Dress for Success—First impressions, grooming, dress, attitude, presentation and enthusiasm are all part of the overall interview process. Connect "looking the part" and "getting the part" when it comes to a successful job interview.

Résumés and Cover Letters—Prepare and maintain an accurate, clear and functional résumé and cover letter as a step toward employment and career goals.

Interviewing Skills—Learn the importance of interviews and proper etiquette, as well as the steps and techniques necessary for a successful interview.

Each lesson includes a vocabulary component. For ideas on teaching vocabulary across all lessons, please see page 9.

Program Materials & Logistics

Each session includes:

- ▶ Lesson plan
- ▶ Handouts
- ▶ Links to YouTube videos

Program Location

Work Ready can be held at a variety of locations. Criteria recommended for selecting a site include:

- ▶ Seating at tables for all participants
- ▶ Easy access for those with disabilities and/or mobility limitations
- ▶ Electrical outlets for A/V equipment
- ▶ Open space for group activities
- ▶ Wireless Internet connection

Ground Rules

Every guest presenter, contributor or sponsor needs to understand the program's educational mission and approach to learning. Those guest speakers should be familiar with the Cooperative Extension Service's practice of neither encouraging self-promotion nor endorsing particular products in our teaching. It is critically important for guest speakers to know that we teach using only research-based information and that we avoid personal opinion and unscientific approaches.

- ▶ No guest speaker, contributor or sponsor should attempt to sell materials/products for personal gain.

- ▶ No product promotional materials/literature may be handed out, although one may place marketing literature on a table in the room and participants may pick up that literature if they choose to do so.

Recruitment and Publicity

- ▶ Newspaper articles
- ▶ Radio/television PSAs
- ▶ Personal contact
- ▶ Faith-based groups
- ▶ Information flyers
- ▶ Support groups
- ▶ Websites
- ▶ Created interest list
- ▶ Email blasts
- ▶ Postcards
- ▶ Schools
- ▶ Judicial system
- ▶ GED education programs
- ▶ 4-H Educators, volunteers and Junior Leaders

Registration and Cost

Registration is done through the county Extension office. The cost for the program can vary based on a county's needs and audience. We recommend offering the program free of charge to youth audiences. When offering the program to adults, consider the following when determining cost:

- ▶ Printing of handouts
- ▶ Supplies for activities
- ▶ Site fee
- ▶ Refreshments

The suggested audience size is 20 participants. This allows for productive conversation and participation for all. Participants are expected to attend all of the lessons that you plan to offer.

Conducting Work Ready Program

PURPOSE

Teach life skills needed to increase the number of qualified applicants for job openings in the United States.

GOALS

- ▶ Increase participants' soft skills
- ▶ Increase participants' chances of securing a job and maintaining the position
- ▶ Résumé development
- ▶ Successful interview skills

WORK READY PROGRAM OPTIONS

Option 1—Youth

Offer the Work Ready curriculum to a high school class or similar audience for a minimum of six hours. There are 10 lessons in total that educators can choose from. Please select sessions that apply to your particular audience. The first lesson provided must always be the Plan for Life lesson. This helps provide a foundation for goal-setting and ensures participants' success. It is encouraged, but not mandatory, that participants receive a minimum of six hours from this curriculum.

Option 2—Adults

Offer the Work Ready curriculum to an adult audience. This may be High School Equivalent (HSE) recipients, displaced workers, members of the judicial system and any adult lacking formal education. Ten lessons in total are available for use. Please select lessons based on the needs of your audience. The first lesson provided must always be the Plan for Life lesson. This helps provide a foundation for goal-setting and ensures participants' success. It is encouraged, but not mandatory, that participants receive a minimum of six hours from this curriculum.



Ideas for Teaching Vocabulary Words

1. Small Group Match Game

Write vocabulary words on one set of notecards. Write the definitions on separate notecards. Make several sets so that you can divide the students into groups. Give each group a set of word notecards and a set of definition notecards and have them match up the words with the correct definitions.

2. Popcorn Definition Game

Write the words on a flip chart, whiteboard, chalkboard or whatever you have available. Pass the definitions to a few of the students. Go over the words out loud and have students stand up when they think that they are holding the correct definition, or flip this exercise and post the definitions and hand out the words.

3. Brown-Bag Draw

Post the definitions on a whiteboard, chalkboard, flip chart, wall or whatever you have available. Have the students draw the words out of a paper bag and match them with the correct definitions by taping each word next to its definition.

4. Balloon Pop

Write the vocabulary words and definitions on separate small pieces of paper. Insert paper pieces into balloons as you blow them up. Have the students take turns popping the balloons to find words and definition matches.

5. Jeopardy

If you have access to a computer and projector, make a Jeopardy-style game with the definitions given. The students have to answer with the correct vocabulary word. You might have to provide a word bank for the words just to keep the game moving. <https://jeopardylabs.com/browse/>

6. Human Match Game

As an example, for the Budgeting and Money Management lesson, you could have words and definitions written on play money. Hand out the play money prompts as the students come in the door. Some students get words and some get definitions. Each student then tries to find the person they match.

7. Crossword Puzzle

Create a crossword puzzle using an online template such as <https://crosswordhobbyist.com/>. Print the puzzle off as a worksheet and have each student complete it alone or in a group. (Some puzzle-makers are free and some are not.)

8. Word-Search Puzzle

Create a vocabulary word search using an online template such as <https://mywordsearch.com/>. Print off the puzzle as a worksheet and have each student complete it alone or in a group. (Some puzzle-makers are free and some are not.)

9. Vocabulary Worksheets

A vocabulary worksheet for each lesson is included in respective modules. The students can work alone or in small groups to fill out the worksheets.



Plan for Life

Setting Goals and Planning for Your Future

What do you want to be when you grow up?

LESSON OUTLINE

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discussion and video | 5 minutes

ACTIVITY 1 — Warm Up	15
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brainstorming and sharing | 5 minutes

ACTIVITY 2 — 100s, It's a Roll of the Dice	16
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group work and critical thinking | 15 minutes

ACTIVITY 3 — Key Terms	17
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ideas for teaching vocabulary | 5 minutes

ACTIVITY 4 — PACED Decision-Making Process	18
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worksheet, brainstorming and sharing | 10 minutes

ACTIVITY 5 — S.M.A.R.T. Goal Setting	19
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worksheet, brainstorming and sharing | 15 minutes

ACTIVITY 6 — Priorities Teamwork Game	20
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teamwork, discussion and sharing | 10 minutes

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discussion and video | 5 minutes

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BACKGROUND

This lesson helps learners understand the role that goal setting plays in career planning. The content, vocabulary, and lesson activities provide a framework for learners to apply as they begin the process of forming a working relationship between self-discovery, career exploration, and life planning.

Essential Questions

- ▶ How can I learn to make goal-oriented decisions?
- ▶ What are my life goals?
- ▶ What are my career goals?
- ▶ How do my values impact my goals?
- ▶ How can I use a decision-making process in planning my goals?
- ▶ How do I set career goals that fit me and who I am?
- ▶ How are priorities related to goal setting and decision-making?

Concepts and Learning Objectives

Learners will

- ▶ gain an understanding of why it is important to know who they are as it pertains to jobs and careers
- ▶ become familiar with common vocabulary terms associated with career planning
- ▶ be able to define and apply decision-making skills using the PACED model for developing a personal career plan
- ▶ be able to define and apply the definition of S.M.A.R.T. goals in writing personal short- and long-term career and life goals

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning
- ▶ Literacy development

Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ Dice for each group

OPTIONAL FOR ACTIVITY #6: Trash can/bags; cleaning supplies; large marshmallows; small marshmallows; cups; and soda or water (You may decide not to include Activity #6 in your lesson.)

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

60 to 70 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

"Life is short, fragile and does not wait for anyone. There will NEVER be a perfect time to pursue your dreams and goals." – UNKNOWN

SOMETHING TO THINK ABOUT

"If you don't design your own life plan, chances are you'll fall into someone else's plan. And guess what they have planned for you? Not much." – JIM ROHN

"This one step — choosing a goal and sticking to it—changes everything." – SCOTT REED

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS *Who do you want to be?*

What do you want to do when you grow up? You may have been asked that question over and over again, but how many times have you ever been asked, “**Who are you?**” In all reality, this might be the more important question, because what drives **who you are** will also help to determine **what you become**. Your personality, interests, and talents play a critical role in what you want to do. So in grade-school terms, what do you want to be when you grow up? Today you are going to begin thinking about **who you want to be**.

As we work through this lesson, think about **your life**. What do you want people to say about you? What kind of impact do you want to have on the world and the people around you? What will you contribute to society? Having a long-range plan or a “Plan for Life,” can help serve as a road map on your way toward accomplishing your goals. As a word of warning, there will be roadblocks and potholes along the way. Tackling your problems with a good game plan and learning from your mistakes and failures is all part of the adventure.



Instructor Notes

Introduce the topic by playing a video clip from “The Pursuit of Happyness.”

<https://www.youtube.com/watch?v=UZb2NOHPA2A>

TIME

5 minutes

ACTIVITY 1 — WARM UP



DIRECTIONS FOR STUDENTS *Icebreaker: Thinking person (Optional)*

Who you want to be and what you want to do is actually always a “work in progress.” As you grow, develop, and change, your goals and ambitions may also change. You may find yourself changing goals from time to time, and that is fine because it means that you are growing as a person. As your experiences change, so do your ambitions. In this lesson, we will be thinking about you and your goals. For the next few minutes, think about who you want to be and what you would like to be known for. Write your thoughts down on **Handout 1—Thinking Person**. If you need more bubbles, feel free to add them.



Instructor Notes

Handout 1—Thinking Person is located at the end of the lesson. This is an **OPTIONAL** warm up activity to introduce the topic. Have the worksheets available for the students as they come in, or immediately at the start of the session. They will most likely write words that reflect their goals and values. This is a good time to introduce vocabulary terms. Discuss the bubble ideas with the group; you may want to write and post key words, and then wrap up by summarizing comments. Remind the students that thinking about who we want to become can be very overwhelming.

TIME

5 minutes

“Setting goals is the first step in turning the invisible into the visible.” – TONY ROBBINS

ACTIVITY 2 — 100s, It's a Roll of the Dice



Instructor Notes

MATERIALS

1 small dice, notecards, and writing utensils for each group

PLAY

Divide learners into small groups. Give each group a small dice. Explain the rules of the game and start the game when it appears that the students understand the game. They may have to “learn by doing,” but if the group has a basic understanding of the game, it should work.

The dice and pencil are placed in the middle of the table. Begin by appointing the first person to roll the dice. After the first roll, pass the dice around the table and allow each person one roll at a time. If someone rolls a 1 or 6, that person gets to take the pencil and start writing the numbers 1–100 as fast as they can. The rest of the group continues to roll and pass the dice around the table.

When a player rolls a 1 or 6, that player steals the pencil and starts writing numbers from 1–100 on their own paper. If the dice comes to the person who is writing, that person does not stop, but the next person in line takes the dice and rolls. A player stops writing immediately when the pencil gets taken from them. The second time (and each consecutive time) someone rolls a 1 or 6, that player begins writing where they left off. The first person to 100 wins!

IDEAS FOR DISCUSSION

Ask leading questions that address participant feelings of frustration and lack of control. This activity introduces goal setting and decision-making, so ask questions that relate to goal setting and decision-making, for example:

- ▶ Did this game frustrate you?
- ▶ What could you control in this game?
- ▶ What could you not control in this game?

AFTER THE DISCUSSION

Follow up by explaining how this game relates to life. Ask the students for examples of things in their lives that they can control and of things that they cannot control. This activity launches the next topic, which is decision-making. Transition into the idea that planning for life decisions might be a better alternative than rolling dice.

This might be the first activity if you are not using “Thinking Person.” The discussion for this activity will vary based on the audience. If you have a group of high school students, they will have fewer life experiences to draw from than adults will have.

SUMMARY

Your life doesn't have to be a game of chance! “Living life by chance” can be very frustrating. There are things you can control and things that you cannot control. Instead of being frustrated and upset, build on situations and aspects you can control and minimize things over which you have no control. Doing this will eliminate some confusion from your life and also help you figure out who you want to be.

TIME

15 minutes

SKILLS TARGETED

Discussion, Group Work and Collaboration

ACTIVITY 3 — Key Terms



DIRECTIONS FOR STUDENTS

Talk the talk

Becoming familiar with terminology and vocabulary relating to goal-setting and life planning will help you begin to understand and apply concepts essential to personal growth and success.

- ▶ Ability: a skill someone has developed
- ▶ Aptitude: a potential for learning a certain skill
- ▶ Career: a series of related jobs built on a foundation of interest, knowledge, training and experience
- ▶ Decision-making process: a series of steps that can help identify and evaluate possibilities to make a good choice
- ▶ Job: work that people do for pay
- ▶ Long-term goal: a desired result to be accomplished over a period of time
- ▶ Personality: a unique combination of attitudes, behaviors and characteristics
- ▶ Short-term goal: a desired result to be accomplished in the near future
- ▶ S.M.A.R.T. goal: a desired result that is **S**pecific, **M**easurable, **A**chievable/**A**ttainable, **R**ealistic/**R**elevant and **T**ime-based
- ▶ Values: beliefs and principles



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 2—Vocabulary Matchup** for assessment.

TIME

5 minutes

SKILLS TARGETED

Discussion, Group Work and Individual Recall

"People with goals succeed because they know where they're going." – EARL NIGHTINGALE

ACTIVITY 4 — PACED Decision-Making Process



DIRECTIONS FOR STUDENTS PACED Decision-Making

Learning how to make decisions is a much better way of planning your life than rolling dice, tossing coins or just letting whatever happens happen. There are several models people can use to help them plan and decide. One easy method is PACED Decision-Making. The letters in the acronym can help you remember the process.

P Step 1 is to define the **PROBLEM** (situation, project, reason, issue or purpose that you have a decision to make)

What decision do you need to make? Think of examples your audience might relate to and expand on those. Maybe you need to buy a car and are trying to decide what kind to buy. Maybe you want to go to a concert, but there are five you would like to attend—and you can only afford to go to one. Maybe you want to take a trip and there are three or four places from which to choose.

A Step 2 is to list the **ALTERNATIVES**.

What are your choices? In the car example, your short list might include a Toyota Camry, a Ford Focus or a Honda Accord. (Students may have other examples.)

C Step 3 is to determine the **CRITERIA**.

What are your rules for evaluating the options? Again for the car example, you might be looking at the car's age, cost, mileage, options, insurance costs, fuel efficiency, maintenance costs and fit for your lifestyle and personal needs.

E Step 4 is to **EVALUATE** the alternatives.

How well do the alternatives match your established criteria? You might make a checklist and score each car against your criteria. You might also ask yourself more detailed questions, such as how much you can afford for insurance or how many existing miles you will accept on a used car. Thinking about your alternatives and criteria will enable you to select the best car for you.

D Step 5 is to make the **DECISION**.

By thinking, planning and problem solving using steps 1–4, you should be able to make a logical decision that meets your needs without rolling dice and living with whatever turns up.



Instructor Notes

In small groups have the students work collaboratively to fill out a practice grid for the PACED process, **Handout 3—PACED Decision-Making Grid**. The example given in the lesson is about buying a car, and probably will relate to most groups. Allow the groups 5 minutes or so to work on the PACED grid. They may not have time to finish, but at least they will be familiar with a planned method for making decisions. Extend critical thinking by talking about other ways to use PACED. For example: renting an apartment, going to a concert, planning a vacation, selecting between more than one job offer, buying a pet, making consumer purchases, choosing a college, etc.

The discussion for this activity will vary based on the audience. If you have a group of high school students, they will have fewer life experiences to draw from than the adult learners. Connect the PACED process to making career choices using the grid to list job or career alternatives, and then list the criteria or skills necessary to do the work. Wrap up by summarizing the importance of having a method to help make life decisions.

MATERIALS

Handout 3—PACED Decision-Making Grid

TIME

10 minutes

SKILLS TARGETED

Discussion, Group Work, Critical Thinking and Collaboration

"It's choice—not chance—that determines your destiny."

– JEAN NIDECH

ACTIVITY 5 — S.M.A.R.T. Goal Setting



DIRECTIONS FOR STUDENTS

Set S.M.A.R.T. goals

As you think about your career choices, learning to set goals becomes an important step. Being SMART about setting your goals is critical to ensuring that your goals are attainable and achievable. Learning how to think about and construct goals in the S.M.A.R.T. format is a skill that will help you not only in your career search, but in all aspects of your life.

S.M.A.R.T. goals are Specific, Measurable, Attainable or Achievable, Realistic or Relevant, and Time-based.

Specific means that the goal is precise and clear. For example, you may say, "I am going to lose weight." But how much do you want to lose—one pound, 10 pounds or maybe 20 pounds? A more clearly written goal would be: "I am going to lose 15 pounds."

Measurable goals provide gauges for your progress. For weight loss, you might need to establish a target date as well as a target weight. You might say that you are going to lose 15 pounds over a period of 90 days. You can easily quantify and chart that loss by weighing yourself today and again in 90 days—and immediately know if you reached your goal.

Attainable or Achievable means that the goal you set for yourself is in reach. For most people, 15 pounds in 90 days should be achievable. Attainable also means to have you answer the question of "how" are you going to do this. For a weight loss goal, you might have answers concerning exercise and eating healthy. Again, to have a clearly written S.M.A.R.T. goal, you must address the "how" portion of the goal in specific terms. You could develop a plan for exercising and eating healthy to help you measure progress as you work toward your goal.

Realistic or Relevant goals are reasonable for you and fit into your lifestyle. For health reasons, losing 15 pounds may not be realistic for you. Being honest and real about your goals helps you become more successful in reaching them. For example, thousands of children may want to play basketball in the NBA, but in all reality, that probably is not an attainable goal for everyone.

Time-based means that there is a timeframe set for when you would like to complete your goal. In the weight-loss example, we listed 90 days. Providing a deadline for completion gives you a better shot at reaching your target. Having an established timeline also allows you to take small steps and check your progress at multiple points as you move toward your goal.



Instructor Notes

Keep students in small groups. In advance, write down hypothetical career opportunities on notecards and pass out to each group. Career choices will vary based on your audience; make them relevant to the learners. The discussion for this activity will also vary based on the audience. High school students will have fewer life experiences to draw from than will adult learners. On the other hand, high school students may be more diverse and more interested in exploring a variety of options than an adult audience. As you discuss the steps in setting S.M.A.R.T. goals, have the groups collaborate and fill out the worksheet, **Handout 4—Writing S.M.A.R.T. Goals**. Wrap up with a quick summary of the importance of writing personal S.M.A.R.T. goals as part of the process of reaching goals and achieving success. S.M.A.R.T. goals are described in the column to the left.

MATERIALS

Handout 4—Writing S.M.A.R.T. Goals

TIME

15 minutes

SKILLS TARGETED

Discussion and Reasoning

"Goals determine what you're going to be." – JULIUS ERVING

SOURCE: Doran, G., Miller, A. & Cunningham, J. (1981, November). There's a S.M.A.R.T. Way to Write Management's Goals and Objectives. *Management Review*.

ACTIVITY 6 — Priorities Teamwork Game (Optional)



DIRECTIONS FOR STUDENTS *Is it full?*

As you think about your career choices and become skilled in decision-making and goal setting, your future can start to look very different. What might have appeared bleak may suddenly become a cornucopia of choices. One word of caution: Having too many options can also present problems. Learning how to align your priorities is an important step in maintaining order in your life. We are going to play a game that will help you see what happens when you have too many choices.



Instructor Notes

There may not be time or space for this game. It works best with a small group.

MATERIALS

- ▶ Trash can/bags
- ▶ Cleaning supplies
- ▶ Large marshmallows
- ▶ Mini marshmallows
- ▶ Soda or water
- ▶ Cups / jars

PLAY

Ask for two participants to come forward. Give each volunteer:

- ▶ 3 to 5 large marshmallows
- ▶ ½ cup mini marshmallows
- ▶ 1 cup of soda / water
- ▶ 1 empty cup or jar

Make sure both participants have the same amount of each item. For the best results and visual impact, both participants should start at the same time.

Participants put all of their sweets into their jars within one minute. But they have to add them in this order:

Participant ONE: Soda, mini marshmallows, large marshmallows.

Participant TWO: Large marshmallows, mini marshmallows, soda.

DISCUSSION

Use this game to help students think about how too many choices can be confusing and how they might need to rank priorities as they make decisions and set goals. Ask leading questions that address participant feelings of frustration, chaos and control. Examples include:

- ▶ "Who appeared to struggle the most?"
- ▶ "Which person most easily accomplished the task?"
- ▶ "Why were there problems?"
- ▶ "How would you have put the materials in the cup differently?"

GAME CONCLUSION

Using these materials, for example:

- ▶ the big items represent big, important things in life (health, finances and family)
- ▶ the small items represent smaller details in life (housework, homework and hobbies)
- ▶ the liquid represents all of the other stuff in life that sneaks up on us (drama, errands, unexpected expenses, unexpected demands on our time, etc.)

If you spend your time and energy focusing on all of the little things in life, there may not be time for the important details. Learning to prioritize can be a tremendous help in eliminating stress and confusion. By taking care of the bigger deals in life, the small stuff can usually fall into place without too much interruption. It is great to have choices, but even greater to have a way of ranking your choices.

It is important to prioritize and organize your Plan for Life if you want to reach your goals and experience success!

TIME

10 minutes

SKILLS TARGETED

Discussion and Reasoning

ACTIVITY 7 – Wrap-Up



DIRECTIONS FOR STUDENTS

Go get 'em!

Life gets less confusing and less messy when you plan. So, think about who you want to be, where you want to go, how you want to get there and, of course, where you will be stopping along the way. You are the driver of your life journey. Plan your path, get a firm grip on the wheel, buckle up and keep driving. Remember, the rearview mirror is much, much smaller than the windshield.

Go out and make your drive awesome.



Instructor Notes

Refer back to the Essential Questions at the beginning of the module and confirm that students have learned skills in goal setting and decision-making as this process pertains to life in general and is also connected to individual career choices.

Play the short video clip and wrap up with closing comments.

<https://www.youtube.com/watch?v=-gQLqv9f4o&list=PLeTN3TyQ>

TIME

5 minutes

SKILLS TARGETED

Discussion and Critical Thinking

"All our dreams can come true – if we have the courage to pursue them." – WALT DISNEY



HANDOUT 1

- *Thinking Person*

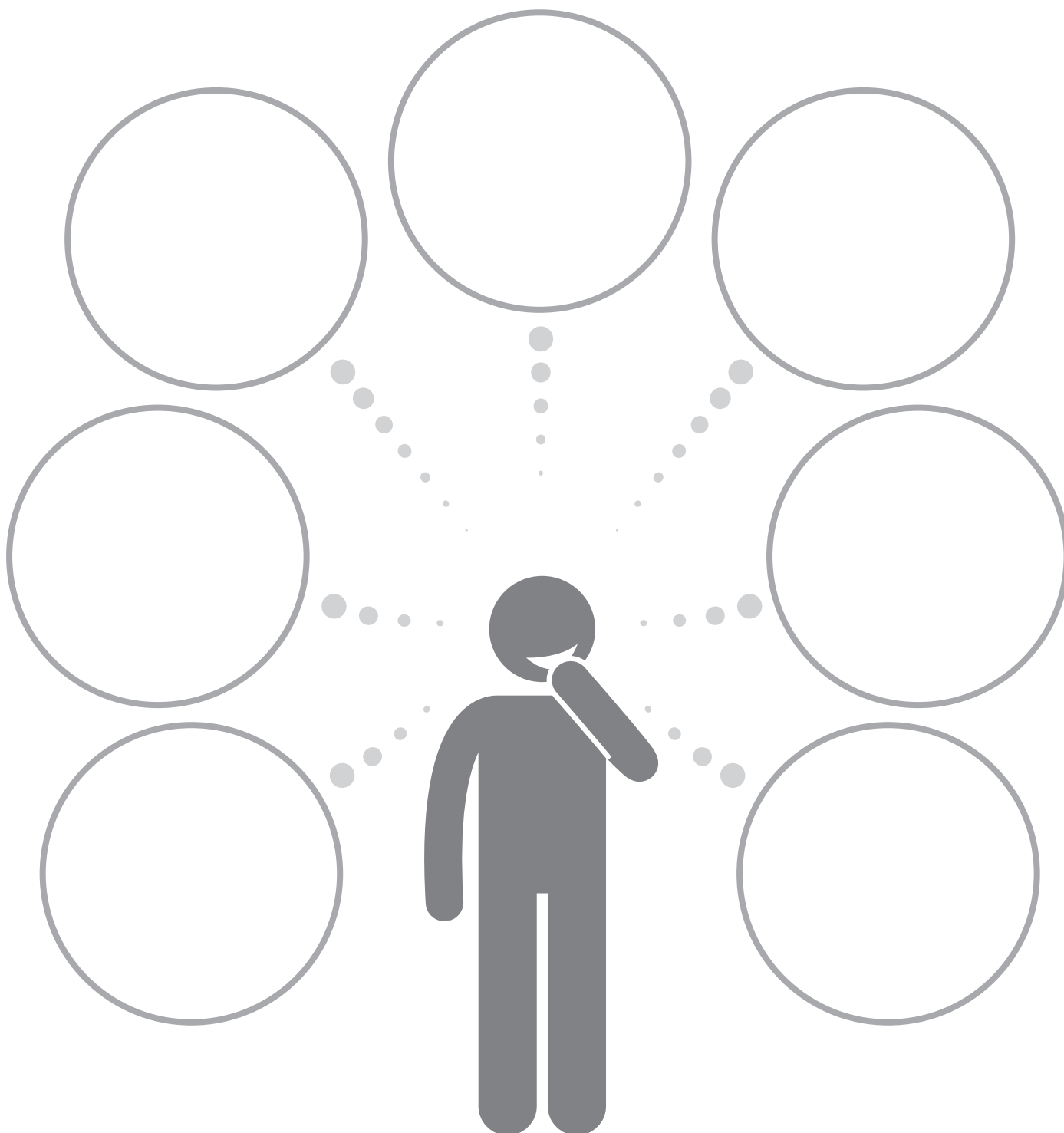
Plan for Life

ACTIVITY 1

DIRECTIONS

Who do you want to be? How do you want people to remember you? What would you like people to say about you when you are gone?

Write your thoughts and ideas in the bubbles. Feel free to add more bubbles if you need them.





HANDOUT 2

- Vocabulary Matchup

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

job
ability

S.M.A.R.T. Goals
career

long-term goals
aptitude

personality
short-term goals

values
decision-making
process

VOCABULARY DEFINITIONS

- ▶ A series of steps that can help you identify and evaluate how to make a good choice _____
- ▶ A skill someone has developed _____
- ▶ A unique combination of attitudes, behaviors, and characteristics _____
- ▶ Work that people do for pay _____
- ▶ A potential for learning a certain skill _____
- ▶ Beliefs and principles _____
- ▶ A series of related jobs built on a foundation of interest, knowledge, training, and experience _____
- ▶ A desired result to be accomplished in a short time _____
- ▶ A desired result to be accomplished over a long period of time _____
- ▶ Desired results that are specific, measurable, achievable, realistic, and time-based _____



HANDOUT 3

- PACED Decision-Making Grid

Use the grid to help make a decision by listing alternatives and criteria in the boxes. State the problem at the top of the grid. List your solution at the bottom of the grid.

The Problem: _____

PACED ECONOMIC DECISION-MAKING MODEL

PROBLEM - state the **problem**

ALTERNATIVES - list the **alternatives**

CRITERIA - establish **criteria** that are important for the decision

EVALUATE - **evaluate** each alternative to see how it meets each of the criteria

DECIDE -make a good **decision**

ALTERNATIVES What are my choices?	CRITERIA - What's important to me?			
	▼	▼	▼	▼
▶				
▶				
▶				
▶				

The Solution: _____

SOURCE: PACED "Decision-Making Model Grid" from *Master Curriculum Guide*. Teaching Strategies, 3-4. National Council on Economic Education.



HANDOUT 4

– Writing S.M.A.R.T. Goals

List a goal that you have, then use the chart to check your goal against S.M.A.R.T. goal criteria.

Your S.M.A.R.T. Goal: _____

SPECIFIC <ul style="list-style-type: none">▶ What is the desired outcome?▶ Who, What, When, Where, Why, and How?	
MEASURABLE <ul style="list-style-type: none">▶ How can I quantify, numerically or descriptively, my success and completion?▶ How will I measure my progress?	
ATTAINABLE <ul style="list-style-type: none">▶ What skills are needed?▶ What resources are needed?▶ Can I put forth the effort?▶ Will my environment allow me to be successful?	
REALISTIC <ul style="list-style-type: none">▶ Is this goal real for me?▶ Is this goal in line with other parts of my life?▶ Does this goal fit with my skill set, talents, and overall goals?	
TIME <ul style="list-style-type: none">▶ What is the deadline?▶ Is this deadline realistic?▶ Do I need to set benchmark deadlines?	



Personal Accountability

Taking Responsibility

Did I do that? It wasn't me!

LESSON OUTLINE

BACKGROUND	29
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LESSON

INTRODUCTION	31
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discussion and video | 5 minutes

ACTIVITY 1 — Key Terms	32
------------------------	----

ideas for teaching vocabulary | 10 minutes

ACTIVITY 2 — Asking Better Questions, Creating Accountability	33
---	----

brainstorming and sharing | 15 minutes

ACTIVITY 3 — But I Wanted Nuts and Whipped Cream	34
--	----

worksheet | 15 minutes

ACTIVITY 4 — Rules to Becoming Accountable, Moving Out of the Victim Trap	35
---	----

brainstorming and sharing | 15 minutes

ACTIVITY 5 — Wrap-Up	37
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discussion and video | 5 minutes

HANDOUTS

HANDOUT 1 — Vocabulary Matchup	38
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HANDOUT 2 — Becoming Accountable—Do It	39
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HANDOUT 3 — Workplace Expectations	40
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BACKGROUND

This lesson helps learners gain an awareness and understanding of what it means to be accountable. The activities help students apply pragmatic skills to eliminate victim thinking and to differentiate between responsibility and accountability. Content, information, and vocabulary within the lesson provide a framework for learners to apply concepts of accountability, work ethic, and character to their daily lives.

Essential Questions

- ▶ How do I react in an adverse situation?
- ▶ Do I look for solutions to problems or do I blame others?
- ▶ Do I have to take the blame for someone else creating a problem?
- ▶ What does responsibility have to do with accountability?
- ▶ What if it really isn't my job but someone else passes the buck to me?
- ▶ What does accountability have to do with leadership?

Concepts and Learning Objectives

Learners will

- ▶ apply practical skills in declaring ownership of a problem
- ▶ identify words and phrases that show accountability for situations
- ▶ become familiar with vocabulary terms associated with accountability and responsibility
- ▶ use critical thinking skills to make connections between accountability and responsibility
- ▶ be able to make connections and see differences between accountability and responsibility
- ▶ learn to ask questions that encourage solutions instead of lay blame
- ▶ identify qualities necessary for leadership and make a list of leaders

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ Flip-chart paper
- ▶ Markers
- ▶ Pencils and pens
- ▶ AV equipment for projecting video clips
- ▶ Tape
- ▶ Printed handouts

SOMETHING TO THINK ABOUT

"The right thing to do and the hard thing to do are usually the same." – STEVE MARABOLI, *Life, the Truth, and Being Free*

"A body of men holding themselves accountable to nobody ought not to be trusted by anybody." – THOMAS PAINE

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities; adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

55 to 65 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

"You either make yourself accountable or you will be made accountable by your circumstances." – UNKNOWN

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS

Own your actions

Personal accountability is a phrase that gets tossed around frequently. We hear it at work, at school, at home, everywhere—but what exactly does it mean? Some might relate accountability to responsibility, and there is a connection; however, accountability is much more. Personal accountability is not only about taking responsibility and doing what is required; it's also about going the extra mile and taking ownership. It is the desire to do a good job and strive to do the very best that you can do in any given situation. In a nutshell, that means owning up when something goes wrong, not blaming someone else for a problem, not complaining and not passing responsibilities on to someone else.

Personal accountability doesn't just happen; it is a choice. As a person, you choose to be responsible and accountable. For instance, in relationships, you constantly make decisions to be responsible for being a good friend, spouse, parent, etc., and you also make decisions to take the blame when you fall short of your obligations. You might not realize or acknowledge this is even happening, but your actions are speaking for you.

Likewise, as an employee, you make a choice to "just do your job" or to do your job with a conscience. For example: If you decide to complete a task just to get it done, but something goes wrong and you blame the next person down the line, you are being responsible, but not accountable. Accountability means that you are willing to take the blame for a flop or a failure. Once a project leaves your desk or your department, you accept the consequences. For organizations that rely heavily on teamwork, personal accountability on the part of each team member is critical. If some members are chronic victims, blamers and complainers, then the team is weak and accomplishments are compromised. Managers and team leaders are particularly vulnerable

when it comes to accountability. After all, the buck really does stop with them. Being accountable is part of being a good leader, and accepting responsibility to fix a problem is part of being accountable. What does accountability mean to you? The following video clip provides a great demonstration about responsibility and accountability as an individual and to a group. As you will see, Coach Carter's team is not willing to pass the buck.



Instructor Notes

Introduce the topic by playing the video clip from the film "Coach Carter."

<https://www.youtube.com/watch?v=1g82D68N-ys>

TIME

5 minutes

SKILLS TARGETED

Discussion

"You fail all the time, but you aren't a failure until you start blaming someone else." – BUM PHILLIPS

ACTIVITY 1 — Key Terms



DIRECTIONS FOR STUDENTS

Describe the vibe

Becoming familiar with terminology and vocabulary associated with accountability and responsibility will help you understand and apply ambiguous concepts to concrete situations at work and in your personal life.

- ▶ **Accountability:** responsibility to answer for, be liable for or trusted to do
- ▶ **Attitude:** outlook on life and a way of looking at people and the world
- ▶ **Character:** the way someone thinks, feels and behaves
- ▶ **Confidentiality:** rules or a promise that restricts people from talking about company business with other people
- ▶ **Consequence:** an effect or outcome
- ▶ **Cooperative:** willing to work well with others to reach a common goal
- ▶ **Defensive:** closed to other people's opinions about one's actions
- ▶ **Ethics:** the principles of conduct that govern a group or society
- ▶ **Gossip:** discussion of negative things about people "behind their backs"
- ▶ **Initiative:** doing what needs to be done without being told
- ▶ **Leadership:** the ability to motivate others to work toward a goal
- ▶ **Ownership:** the state of possessing something
- ▶ **Procrastinate:** put off making a decision or taking action
- ▶ **Responsibility:** willingness to accept an obligation and to be accountable for an action or situation
- ▶ **Self-management:** the ability to manage your own behavior to get the results you want



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 1—Vocabulary Matchup** for assessment.

TIME

10 minutes

SKILLS TARGETED

Discussion, Collaboration, Group Work and Individual Recall

ACTIVITY 2 — Asking Better Questions, Creating Accountability



DIRECTIONS FOR STUDENTS *Being accountable*

Just as Coach Carter did in the film, you can make a conscious decision to become more accountable. In doing so, you most likely become a better team player.

Certain words and phrases allow you to move from laying blame to accepting responsibility. Surprisingly, learning how to ask better questions can point you in the direction of accountability. The way you respond in a situation is often a direct result of the way you ask questions. Your questions form, or at least indicate, the perspectives from which you examine the issues. Some words and phrases just naturally allow us to pass the buck and blame others. But some questions force us to question ourselves.

Shifting your mindset, attitude and questioning techniques from blaming to accountability requires you to form statements and questions that clearly show you are willing to take the consequences of an action. For example, "What can I do to help you solve your problem?"; "How can I help a customer get the order corrected?"; "What did I do that caused us to miss our goal, and how can I fix that?" and NOT "Who messed up the order?" or "When will shipping ever get anything right?"

You make choices constantly as you form the questions you ask. Switching your questions from a "who did this" approach to a "how can I solve the problem" approach shows that you are willing to be accountable. Programming your thoughts, feelings and outcome toward generating a positive response will change your life. Choosing your thoughts and choosing your questions is a conscious decision. Changing the way you ask questions is an ongoing process, and it takes constant effort and redirection.

PRACTICE - PART 1: Accountability

Work in small groups to brainstorm examples of being accountable—not just responsible but accountable. These can be examples from home, work, social groups, etc. Write your ideas down on notecards, and then share in your groups. Be ready to share some of your ideas with the class. There are no wrong answers in brainstorming.

PRACTICE - PART 2: Flipping "I Can't"

For this exercise, write "I Can" statements. List three or four things that you feel you cannot do or have no control over—then flip the negative to a positive. For example: If you write "I can't pass my driving test," flip the statement to, "I can pass my driving test if I practice driving and study the manual." Or, if you write "I can't save any money," flip the statement to, "I can save some money if I learn how to budget and control my spending." Flipping negative statements to positive statements requires you to consider your options and do some problem solving.

PRACTICE - PART 3: Take the "I"-Statement Challenge

On your own, practice writing "I"-statements to solve a hypothetical problem at work, home or school. For example: Pretend an order has been misplaced. If you are the customer service representative taking the call, what can you do to help? Think of other examples from your own work or personal life of things that go wrong. Instead of blaming someone, write down examples of what you could say that might be helpful in solving the problem. Try to write at least three "I"-statement sentences. For example:

- ▶ "I can do _____ to help solve the problem."
- ▶ "I'm not sure what has happened to your order, but I am sure that I can look into the delay and find out what is going on with your order."



Instructor Notes

Discuss the Statement Challenge in small groups and also with the class. Some additional negative examples might be: "I can't fix my car because I don't have any money"; "I can't keep seeing my girlfriend because we argue all the time"; "I can't get a job because I dropped out of high school"; "I can't finish college because I have a child," etc. The group will draw on its own experiences and come up with negative statements.

You will need to direct the group through some positive responses/solutions.

TIME

Part 1: 5 minutes; Part 2: 5 minutes; Part 3: 5 minutes

SKILLS TARGETED

Discussion, Collaboration, Critical Thinking, Analysis, Problem Solving and Individual Writing Response

ACTIVITY 3 — But I Wanted Nuts and Whipped Cream



DIRECTIONS FOR STUDENTS *Service with a smile*

Customer service is a tough job. Sometimes there just isn't a whole lot you can do to fix a customer's problem.

For instance, say you work at the local ice cream store. It is a warm Sunday afternoon and the store has been busy. You want to go home and watch TV, but you still have two more hours. Right in the middle of your yawn, a very happy customer walks up and orders a large chocolate sundae with nuts and whipped cream. The manager just informed you that the store is all out of nuts and whipped cream. The customer looks sad when told they will not be getting nuts and whipped cream. Does it bother you? If it bothers you a little bit, maybe you are trying to be an accountable customer service representative.

Handout 2—*Becoming Accountable—Do It* presents a series of scenarios for you to respond to from an accountability standpoint. Work in small groups to brainstorm a list of solutions based on solving problems and becoming accountable. Use what you know about formulating questions to elicit a positive response and respond to the situations. Write your responses down on notecards. Share within your small group, and be prepared to share with the class.



Instructor Notes

MATERIALS

Handout 2—*Becoming Accountable—Do It* is located at the end of the lesson. Print copies for the students to complete in class.

TIME

15 minutes

SKILLS TARGETED

Discussion, Collaboration, Problem Solving and Reasoning

ACTIVITY 4 — Rules to Becoming Accountable, Moving Out of the Victim Trap



DIRECTIONS FOR STUDENTS **Part 1: Concepts**

Learning how to become more accountable not only includes learning how to formulate questions but also how to apply a few simple rules that make being accountable much easier. The clue is to eliminate barriers between you and accountability. First, you need to understand that there are four basic foundations to becoming accountable: Understanding, Being Professional, Owning Up and Moving Away From Blame.

- ▶ Understanding that accountability is an extension of responsibility—Example: Your group has a project due, but two of the members failed to do their part. As the group leader, you are not only responsible but accountable for the project, so you find a way to get it finished. Accountable leaders take responsibility to lead by doing and pitching in to finish a task whenever it might become necessary.
- ▶ Be professional in your work ethic and in your character—Example: A good work ethic means you always give 100%. Professional character means you have integrity—that you are honest, loyal and trustworthy even when the boss is not looking. Professional accountability also means showing up for work every day and following the protocol for calling in sick, etc. As a student, it is your job to show up for school and to complete your assignments.
- ▶ Own up to your mistakes and failures—Example: If the project fails because you did not get your part finished or because you made a major mistake in calculating costs, then own up to it; admit your shortcomings. It might not be pleasant, but it is the right thing to do. If equipment breaks and you cannot finish your school or work assignment on time, it is your responsibility to inform your supervisor or teacher and to help find a solution.
- ▶ Move away from the mindset of “It’s not my fault”—Example: If you work as part of a team that fell short of a goal it had to reach, don’t pass the blame or point out the team members that failed to reach their goals. Also, don’t let someone else take the blame for you when a failure is your responsibility.



Instructor Notes

Lead a group discussion about moving toward accountability using these concepts; build on the examples given for each concept.

TIME

5 minutes

SKILLS TARGETED

Discussion



DIRECTIONS FOR STUDENTS **Part 2: Roadblocks and barriers**

In addition to understanding basic concepts of accountability, it is also important to acknowledge some roadblocks or barriers that can interfere with becoming accountable. Developing skills and strategies to help you overcome personal liability obstacles will go a long way in helping you become a more accountable worker. Some barriers and barrier busters are listed below:

- ▶ Taking on too much responsibility: Learn how to say, “No.”
- ▶ Being a busybody and worrying about what everyone else is doing: Understand and accept your role or job.
- ▶ Doing something that you need to apologize for: Learn how to say, “I’m sorry.”
- ▶ Wasting time and not working efficiently: Learn how to use your time wisely.
- ▶ Own up to mistakes and successes in the appropriate manner: Learn how to take responsibility and say, “Yes, I did that.”
- ▶ Find out what went wrong: Learn how to re-evaluate and revisit problems when necessary.



Instructor Notes

Lead a group discussion about these barriers as they pertain to work and personal life.

TIME

5 minutes

SKILLS TARGETED

Discussion, Problem Solving, Critical Thinking and Reasoning

ACTIVITY 4 — Cont.



DIRECTIONS FOR STUDENTS **Part 3: Leadership**

Using the following questions, brainstorm in small groups about leadership. Think about leaders you know. What qualities make a person a good leader? Write your ideas down on notecards and then share within your groups. Be ready to share some of your ideas with the class. There are no wrong answers in brainstorming.

The questions below should help the students brainstorm and develop a comprehensive list of leadership qualities. At the conclusion of this activity, your group should have a solid inventory. Some examples might be: lead by doing and by example; positive; organized; willing to listen to feedback; good listener; can motivate others; inspires others to reach their goals; can be in charge without being arrogant; has a vision; is not self-centered; works as part of the team; and communicates instructions clearly. Comment about character, morals, values, ethics, etc.

Discuss and compare the small group ideas. You might want to make a class list on a flip chart or on a chalkboard/whiteboard.

Jump Start Questions for Leadership Qualities:

- ▶ Do they have trust among the people?
- ▶ Do people admire them and if so, why?
- ▶ Are they popular, confident, good-looking, honest, funny or enthusiastic?
- ▶ Do they take responsibility to get things done?
- ▶ Are they accountable and dependable?
- ▶ Are they skilled in what they do?
- ▶ Do they have good ideas?
- ▶ Have they helped other people?
- ▶ What adjectives would you use to describe them?
- ▶ Can a bad person be a leader?
- ▶ Are leaders people that you or other people want to imitate?
- ▶ Who decides who the leaders are?
- ▶ Are leaders people who are accountable?



Instructor Notes

Invite five students to the front. Have them discuss/debate the qualities of a good leader. New students can come up when they have something to add. Use some of the questions from the column to the left.

TIME

5 minutes

SKILLS TARGETED

Discussion, Collaboration, Problem Solving and Critical Thinking

"The most powerful leadership tool you have is your own example." - JOHN WOODEN

ACTIVITY 5 — Wrap-Up



DIRECTIONS FOR STUDENTS ***Take ownership***

Changing your thinking and how you formulate questions can change your life, but it takes effort and time. It is an ongoing and thoughtful process. Occasionally, we like to play the blame game. Being accountable is not always the easy choice. When you are accountable, you open yourself up to criticism and the possibility of admitting you made a mistake or that you might be wrong. Sometimes accountability can be a little painful for our ego and self-esteem.

Remember these few simple rules to becoming accountable:

- ▶ Learn how to ask questions that will solve problems by using “I,” “What” and “How”
- ▶ Know your role
- ▶ Be honest
- ▶ Apologize
- ▶ Use your time wisely
- ▶ Don't overcommit (learn to say “No”)
- ▶ Make changes
- ▶ Be willing to revisit and re-evaluate problems for new solutions

Stop passing the buck! Change your thoughts, change your questions and change your world!

Part of personal accountability is understanding common workplace expectations. Please see **Handout 3—Workplace Expectations** for a list.



Instructor Notes

Refer back to the Essential Questions at the beginning of the module and confirm that students have learned new skills to improve how they ask questions. Verify that they understand the connection and difference between accountability and responsibility, and that they can recognize accountability in their personal and professional lives.

Play the short clip below and finalize the discussion.

<https://www.youtube.com/watch?v=VrSUEm19FY&feature=youtu.be>

TIME

5 minutes

SKILLS TARGETED

Discussion and Critical Thinking



HANDOUT 1

- Vocabulary Matchup

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

accountability	confidentiality	defensive	initiative	procrastinate
attitude	consequences	ethics	leadership	responsibility
character	cooperative	gossip	ownership	self-management

VOCABULARY DEFINITIONS

- ▶ Willing to work well with others to reach a common goal _____
- ▶ The way someone thinks, feels, and behaves _____
- ▶ The ability to manage your own behavior to get the results you want _____
- ▶ The state of possessing something _____
- ▶ Rules or a promise that restricts people from talking about company business with other people _____
- ▶ Doing what needs to be done without being told _____
- ▶ An effect or outcome _____
- ▶ Willingness to accept an obligation and to be accountable for an action or situation _____
- ▶ Responsibility to answer for, be liable for, be responsible for, or trusted to do _____
- ▶ The principles of conduct that govern a group or society _____
- ▶ Closed to other people's opinions about one's actions _____
- ▶ Discussion of negative things about people "behind their backs" _____
- ▶ Outlook on life and a way of looking at people and the world _____
- ▶ Putting off making a decision or taking action _____
- ▶ The ability to motivate others to move toward a goal _____



HANDOUT 2

- Becoming Accountable—Do It

Personal Accountability

ACTIVITY 3

DIRECTIONS

Read the following scenarios and think about how you could respond to the problems in a positive, problem-solving and accountable manner. Collaborate in small groups and write your answers on notecards. Discuss and share your ideas within the group, and be prepared to share your ideas with the class.

1. You work on the front line at a local ice cream store, Dairy Dream. A customer comes in and wants whipped cream and nuts. You know that your store is out of both. Even though you know that you cannot give the customer nuts and whipped cream right this moment, what can you do to be more accountable as a front-line worker at the Dairy Dream? What questions can you ask yourself? What solutions can you develop?
2. You work in retail and sell plants at the local greenhouse, Greenies. A customer bought several-hundred dollars' worth of nursery plants in the spring, took them home and planted them, after which they all died. You are the lucky one at the store when this customer brings all the dead plants back. You aren't really sure what to do in this situation. You can't reach your manager on the phone. You want to give good customer service and be accountable, so what do you do? What can you do right this moment to be more accountable as a retail clerk at Greenies? What questions can you ask yourself, and what solutions can you develop?
3. You work in a factory where all bonus pay is based on team effort. You pulled your weight and got your part finished, but one team member has had some personal issues and has fallen behind. You and the rest of your team will not get your quarterly bonus because of this one person. You are all finished for the day and can't start a new project until next week. Your supervisor calls your entire group in for a meeting about falling short of the quota. What solutions might you offer?
4. Sue is a supervisor at a factory. She is supposed to read all updates and make sure that recall notices get out in a timely manner. She failed to read the material, and nobody followed up with her; they assumed that she had done her job. Now there is a huge problem because customers who should have been notified about a recall have no idea that they have a faulty product. How can Sue and all of these workers become more accountable?

"Personal accountability requires mindfulness, acceptance, honesty, and courage." - SHELBY MARTIN



Workplace Expectations

No matter where you work, there are basic expectations as far as general behavior is concerned.

1. Show up on time and be ready before your hour starts, preferably at least five minutes before your shift begins.
2. Dress appropriately for the workplace.
3. Be clean in your hygiene.
4. Respect others.
5. Return phone or email communication within 24 hours unless the customer is aware of an inability to achieve this.
6. Listen to instructions and follow through with performance.
7. When you have finished your task, ask for more direction or find another task needing to be done.
8. Know the employee handbook/policies that are pertinent to your job.
9. Your cell phone or other electronic device is not your employer. Use it on the job only when its use is job-related.
10. Have reliable transportation to and from the job.
11. Plan for scheduled absences ahead of time.
12. Be courteous at all times; good customer service is number one.
13. Maintain a positive, helpful attitude.
14. Be a team player.
15. Maintain confidentiality.
16. Leave your drama at the door.
17. Use designated breaks to take care of personal business.
18. Practice appropriate, professional behavior.
19. Manage your time to accomplish tasks.
20. Be able to communicate effectively.
21. Focus on work and not personal issues.
22. Be reliable, dependable, honest and loyal; don't bad-mouth your employer.
23. Limit absences from work.
24. Be honest and ethical; your work supplies are your work supplies, not personal supplies.
25. Do not participate in watercooler gossip.

Career Planning

What Skills Will Pay My Bills?

You want a job?

LESSON OUTLINE

BACKGROUND	43
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LESSON

INTRODUCTION	45
discussion and video 6 minutes	
ACTIVITY 1 — Key Terms	45
ideas for teaching vocabulary 13 minutes	
ACTIVITY 2 — The Career Planning Process	46
group brainstorming and sharing 10 minutes	
ACTIVITY 3 — Personal Skills Inventory	48
worksheet, discussion and sharing 17 minutes	
ACTIVITY 4 — Job Application	49
discussion and sharing 10 minutes	
ACTIVITY 5 — You Got the Job! Now What?	50
discussion, brainstorming and sharing 15 minutes	
ACTIVITY 6 — Wrap-Up	51
discussion and video 5 minutes	

HANDOUTS

HANDOUT 1 — Vocabulary Matchup	52
HANDOUT 2 — Personal Skills Inventory	53
HANDOUT 3 — Job Application	54

BACKGROUND

This lesson is an introduction to the world of work. Learners gain an understanding of the Career Planning Process and begin to apply basic planning principles to their individual career search. The content, information, vocabulary, and activities provide a foundation for students to build and expand their skills, knowledge, and competencies in career planning and exploration. The unit highlights critical 21st century workplace proficiencies, personal qualities, and high-demand fields for the 21st century.

Essential Questions

- ▶ What will the 21st century workplace look like for me?
- ▶ How do I find a career that I will like?
- ▶ How do I know what skills I have?
- ▶ How do I find out about careers that interest me?
- ▶ What happens if I like a particular field but there are no jobs available?
- ▶ How do I learn what skills and training are required for the jobs I like?
- ▶ How do I find the salaries for specific jobs?

Concepts and Learning Objectives

Learners will

- ▶ develop an understanding of the career selection process as an important tool in researching jobs and careers
- ▶ be able to identify common resources used in career and job search
- ▶ be able to describe how skills, interests and lifestyles can shape their career plans
- ▶ be able to identify the benefits of education, training and personal skills in career exploration
- ▶ become familiar with common vocabulary terms associated with job seeking
- ▶ be able to identify the six steps in the career-planning process
- ▶ apply personal skills in filling out a sample job application
- ▶ gain an understanding of benefits and hidden costs related to a job

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ Copy of Occupational Outlook Handbook (available online at www.bls.gov/ooh)

SOMETHING TO THINK ABOUT

"The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know it when you find it." – STEVE JOBS

Useful Internet Sites

<http://www.careerplanner.com/ListOfCareers.cfm>

https://www.careerfitter.com/free_test/careerbuilder

<http://www.bls.gov/ooh/>

<http://www.salary.com/>

<https://www.glassdoor.com/Salaries/index.htm>

<http://www.careeroutlook.us/assessment/short.shtml>

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

70 to 80 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS *Choices are hard*

Trying to decide what you want to be when you "grow up" can be an overwhelming task. It is also an undertaking that you will most likely repeat in your lifetime. Statistics show that, as an adult, you change not only your job but also your career several times throughout life. Whether it's your first job or your fifth career change, new challenges and options are out there. It's never easy, but resources are available to assist you in finding your perfect job. Understanding the career exploration process as well as your own skills and interests can help you prepare for a profession or vocation that fits your unique needs.



Instructor Notes

Introduce the topic by playing a clip from "Seinfeld" in which George has quit his job without having another one secured.

<https://www.youtube.com/watch?v=2LCgmsCXk4>

TIME

6 minutes

"Choose a job you love and you will never have to work a day in your life." - CONFUCIUS

Activity 1—Key Terms



DIRECTIONS FOR STUDENTS *Career-speak*

Becoming familiar with terminology used in career planning will help you apply concepts essential to making connections between personal strengths and career aptitudes.

- ▶ Apprenticeship: a training program where you learn while you work (usually in a trade area and paid)
- ▶ Associate's degree: a degree that takes at least two years to complete
- ▶ Bachelor's degree: a degree awarded by a college or university that generally takes three to seven years to complete
- ▶ Benefits: employment extras that might include insurance, etc.
- ▶ Commission: pay or income determined by what you sell
- ▶ Earning power: ability to generate income
- ▶ Entrepreneur: someone in business for themselves
- ▶ Human capital: skills acquired through human investment that give you the ability to earn an income
- ▶ Internship: a job training program (sometimes paid)
- ▶ Negotiation: the mutual discussion and arrangement of the terms of a transaction or agreement



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 1—Vocabulary Matchup** for assessment.

TIME

13 minutes

SKILLS TARGETED

Discussion, Group Work and Individual Recall

Activity 2—The Career Planning Process



DIRECTIONS FOR STUDENTS *Planning for success*

Career Planning can be outlined as a series of steps that makes preparing for, looking for and finding a job much easier. This particular plan is adapted from a basic six-step decision-making model, as outlined by Buzzle, <http://www.buzzle.com/articles/6-steps-to-decision-making-process.html>.

Each step incorporates personal interests, goals, needs, wants, aspirations and skills. Working through the steps in a thoughtful, organized manner should help match you more closely with a career or job that fits you and your personality.

Step One: Assess your abilities, interests, skills and goals.

Think about your hobbies, interests and skills. Hobbies and talents can lead to occupations. In terms of goals, you also have to think about your lifestyle and how much income you will need to become financially stable. As you explore your interests and talents, think about vocations that align with your aptitudes and abilities. The National Career Clusters® Framework provides 16 groupings (clusters) of occupations based on similar skill sets, interests, abilities and activities. The clusters contain sub-groupings called Career Pathways. These pathways are used by many school systems to develop curriculum to enhance the knowledge and skills required for a particular career field. You can explore occupations in the OCCU-Find by Career Cluster. <http://www.asvabprogram.com/career-cluster-public>

Step Two: Evaluate the current employment market.

It won't be very beneficial for you to train to become a dinosaur hunter if there aren't any dinosaurs to hunt. Several online resources can help you research jobs and projected job futures. For a great resource to learn about salaries, necessary skills, hiring trends and high-demand jobs, consult the Occupational Outlook Handbook. <https://www.bls.gov/ooh/>

Step Three: Identify specific job opportunities.

Most jobs are listed on some type of online job board. However, newspapers, word-of-mouth and good old-fashioned pavement-pounding are still relevant methods for job hunting. Depending on your location, many states offer workforce departments that maintain online job listings and provide comprehensive resources to assist job hunters.

Step Four: Apply for employment positions with the use of a résumé and/or an application and application cover letter.

Applying for the job takes time, so prepare yourself by having all of the information that might be requested in a handy place where you can retrieve it. That might include addresses, phone numbers and email information for references, past supervisors and places of previous employment. You could be asked to explain why you left a job or why you are looking for a different job. A job application should be filled out accurately and completely, whether it is in an online form or with paper and pen. Neatness, spelling, grammar and presentation count. Applications with mistakes won't make a very good first impression. Future employers want employees who can pay attention to details and catch mistakes. Errors on an application, résumé or cover letter don't make a very good statement about your personal standards.

Step Five: Interview for available positions.

After submitting the required documents to apply for a job, it becomes a waiting game. There are times when you can request an interview yourself. But for the most part, you have to wait for human resources or a hiring manager to call you. Calling to check on the status of your application might help if you were referred by someone or asked to apply for a particular position. Once you get a call, be prepared to attend the interview at their convenience, not yours. Have your interview clothing, extra résumés and other paperwork ready to go at a moment's notice to avoid pre-interview stress.

Step Six: Obtain any additional education or career training necessary for the job.

If you did not get the job and find out that it was due to a lack of training or knowledge—and if you really want that kind of job—find out what training it will take and go after it. The company or organization might even offer a training program or an apprenticeship. Show that you are interested by following up with a thank you note and mention your desire to be trained. Watch for announcements concerning apprenticeships and other trainings, then attend those meetings. Again, state workforce development programs often sponsor vocational programs.

Activity 2—Cont.



DIRECTIONS FOR STUDENTS **Part 1**

In small groups, brainstorm to create a list of as many ways as possible to look for a job. Write your ideas down on notecards and be prepared to share with the class. There are no wrong answers in brainstorming.



DIRECTIONS FOR STUDENTS **Part 2**

Once you begin thinking about searching for jobs, brainstorm a list of as many odd and unusual jobs as you can. You might use your phone to search online. It's fun to see what people get paid to do that we don't usually think about. Write your ideas down on notecards and be prepared to share with class. There are no wrong answers in brainstorming.



Instructor Notes

Ideas might include Internet, specific Internet sites, newspapers, networking, online job boards, individual companies, word of mouth, TV, radio, etc.

TIME
5 minutes

SKILLS TARGETED
Collaboration, Discussion, Critical Thinking and Analysis



Instructor Notes

Some odd things might be: food scientist, pearl diver, oil and gas diver, bounty hunter, mystery shopper, horse rider, crab fisherman, chef, funeral director, etc.

TIME
5 minutes

SKILLS TARGETED
Collaboration and Discussion

"The best job goes to the person who can get it done without passing the buck or coming back with excuses." – NAPOLEON HILL

Activity 3—Personal Skills Inventory



DIRECTIONS FOR STUDENTS

Pulling it all together

Getting a handle on the skills, talents and interests you have helps you know what job or occupation you are most suited for. For example, if you don't like math and working with numbers, you probably wouldn't enjoy being an accountant. Fill out **Handout 2—Personal Skills Inventory** to help you think about your abilities. Abilities are grouped into basic skills, thinking skills, resources, personal qualities, interpersonal skills, information, systems or technology. Use the columns to rate your skill level in each category.

After you fill out the Personal Skills Inventory, consider this list. Some people have talents that equip them to work for themselves. These entrepreneurs have many of the qualities listed below. Do you?

Qualities of an Entrepreneur

- ▶ Independent
- ▶ Positive (attitude)
- ▶ Creative and talented
- ▶ Risk-taking
- ▶ Honest, ethical
- ▶ Hard worker
- ▶ Organized (planning skills)
- ▶ Motivated
- ▶ Salesmanship
- ▶ Follows through



Instructor Notes

Depending on time available and access to online versions of skill inventories, you may want to use another assessment. Some sites require logins and email addresses to view responses. The inventory included in this lesson is a generic overview designed to be used in a single setting and session.

Handout 2—Personal Skills Inventory is located at the end of the lesson. (Print copies for the students to complete in class.)

TIME

17 minutes

SKILLS TARGETED

Critical Thinking and Analysis

Activity 4—Job Application



DIRECTIONS FOR STUDENTS *Apply, apply, apply!*

Once you find a job that you are interested in, it's time to fill out the application. Many applications are filled out online or even uploaded from another source. It really doesn't matter how you are submitting your materials, you will be asked for the same basic information. In any case, you want to be neat, complete and accurate. If you are filling out a handwritten form, it is imperative that your writing is legible and tidy. When submitting online, make sure that you are uploading the appropriate documents and that they are labeled clearly. Also, check for mistakes by not only using spell-check, but by proofreading several times; some errors do not get caught with spell-check.

Résumés and cover letters are sometimes requested with the application and should be geared toward a specific job. If a list of references has been asked for, make sure that you have spoken with the people who you would like to include; they should know in advance if they might be called. Email addresses must be professional; trendy and cute email addresses are not acceptable contacts for you to use in your job search.

The purpose of a job application is for you to introduce yourself with a brief biography. The questions are fairly generic and directed toward collecting general information about your background. You should answer honestly and completely. Be as neat as possible if you are handwriting your answers.

Tips for Answering Tricky Questions

- ▶ Don't leave blanks—Use N/A if a question does not apply to you
- ▶ How to respond to reasons for leaving: BE HONEST!
 - Looking for better career prospects, professional growth and work opportunities
 - Looking for a change in career direction or new challenges
 - The company closed down and the job was phased out

- The company went through restructuring or was acquired
- Job duties were reduced or outsourced
- Family reasons
- Temporary, short-term job
- Travel time away from home was more than expected



Instructor Notes

Handout 3—Job Application is located at the end of the lesson. Print copies for the students to complete during the session. Walk the students through the job application by explaining what information goes where. Also, be sure to point out the importance of filling out the application completely and to not leave questions unanswered. Explain how to use NA as a response to a question.

TIME

10 minutes

SKILLS TARGETED

Discussion, Critical Thinking and Analysis

Activity 5—You Got the Job! Now What?



DIRECTIONS FOR STUDENTS *Find out what you don't know*

Congratulations! You got the job! As you plan for your first day, you need to think about some of the hidden costs that go along with your new adventure. In regard to benefits, they usually cost your employer between 33% and 50% of your pay. Find out what benefits are offered, if any, BEFORE you commit to the company.

HIDDEN COSTS

Sometimes there are costs involved with getting a job. Can you afford them?

- ▶ Transportation—how much is it going to cost you to get to work every day?
- ▶ Clothing—do you have the proper clothing to wear? Do you have to buy a new wardrobe?
- ▶ Food—will you have to buy your lunches or can you take them?
- ▶ Childcare or adult care—because you are working, will someone you care for have to go to day care?
- ▶ Relocation—do you have to move? Are you going to have to pay for additional housing, even short-term?
- ▶ Union dues—do you have to pay union, organizational, or association dues?

BENEFITS

Will you need them? Not all companies offer benefits.

- ▶ Health, dental and eye care insurance—premiums; how much are they, what is the deductible?

- ▶ Life insurance/disability insurance—what are the details?
- ▶ Retirement benefits—who is paying in, you or the company?
- ▶ Tax-deferred retirement plan—would this work for your lifestyle or do you need the money in your paycheck?
- ▶ Paid sick days (standard 5-10 per year)—will this be enough? What happens if you need more?
- ▶ Paid vacation and or holidays—will this be enough?
- ▶ Parental leave—will you need to take advantage of this type of leave?
- ▶ Stock purchase plan—will this benefit you? What happens if the company goes out of business?
- ▶ Employee assistance plans—would you need to take advantage of these plans?
- ▶ Employee fitness programs—would this benefit you? Do you have to go somewhere special to use this?
- ▶ Employee discounts—what businesses do you use that are part of the discount plan?
- ▶ Tuition reimbursement—are you at a place in your life where you can utilize this program?



Instructor Notes

According to Wise Bread, <http://www.wisebread.com/12-hidden-costs-of-a-new-job>, there are several hidden costs associated with changing jobs and changing benefits. The above list is just a partial list of things to consider when making your decision.

TIME

15 minutes

SKILLS TARGETED

Discussion, Critical Thinking and Analysis

Activity 6—Wrap-Up



DIRECTIONS FOR STUDENTS ***Get all the help you can***

Finding a job is a job, but having tools to help you search can be a great aid. The thousands of resources available online are just waiting for you to explore in your career search. Job-hunting can be very stressful, so take time for yourself during the process. Don't be afraid to ask for help or to look for new opportunities. Inventory your job talents, skills and interests to find something you love and you will never work a day in your life!



Instructor Notes

Refer back to the Essential Questions at the beginning of the module and confirm that students have learned skills in career planning, career search and career interest—specifically, as these skills pertain to training, job forecast, personal aptitude, etc.

Play the short video clip and wrap up with closing comments.

<https://www.youtube.com/watch?v=CcNQubVOYbU>

TIME

5 minutes

SKILLS TARGETED

Discussion and Critical Thinking



HANDOUT 1

- Vocabulary Matchup

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

apprenticeship	bachelor's degree	commission	entrepreneur	internship
associate's degree	benefits	earning power	human capital	negotiation

VOCABULARY DEFINITIONS

- ▶ Employment extras that might include insurance, etc. _____
- ▶ Pay or income determined by what you sell _____
- ▶ A degree awarded by a college or university that generally takes three to seven years to complete _____
- ▶ A job training program (sometimes paid) _____
- ▶ Someone in business for themselves _____
- ▶ A degree that takes at least two years to complete _____
- ▶ Skills acquired through human investment that give you the ability to earn an income _____
- ▶ The mutual discussion and arrangement of the terms of a transaction or agreement _____
- ▶ Ability to generate income _____
- ▶ A training program where you learn while you work (usually in a trade area and paid) _____



HANDOUT 2

- Personal Skills Inventory

Rank your skill level for each ability listed below by placing a check in the appropriate column.

Skill/Ability	Not Yet	Beginner	Intermediate	Advanced
Basic Skills				
Reading				
Writing				
Mathematics				
Listening				
Speaking				
Thinking Skills				
Creative Thinking				
Decision Making				
Problem Solving				
Visualizing Problems and Answers				
Knowing How to Learn				
Reasoning				
Personal Qualities				
Responsibility				
Self-Esteem				
Sociability				
Self-Management				
Integrity/Honesty				
Workplace Competencies				
Resources				
Time				
Money				
Material & Facilities				
Human Resources				

Skill/Ability	Not Yet	Beginner	Intermediate	Advanced
Interpersonal				
Participates as a Member of a Team				
Teaches Others New Skills				
Serves Clients/Customers				
Exercises Leadership				
Negotiates				
Works With Diversity				
Information				
Acquires and Evaluates Information				
Organizes and Maintains Information				
Interprets and Communicates Information				
Uses Computers to Process Information				
Systems				
Understands Systems				
Monitors and Corrects Performance				
Improves or Designs Systems				
Technology				
Selects Technology				
Applies Technology to Task				
Maintains and Troubleshoots Equipment				

Source: Utah CTE Lesson Plans



HANDOUT 3

- Job Application

DIRECTIONS

Complete the following employment application as best you can. Practice writing neatly.

Name (Last)

(Middle)

(First)

Present Address

City

State

ZIP

Telephone Number

()

TYPE OF WORK PREFERRED

Position(s) Applying For:

Salary Expected:

Date Available:

Name of School (List All Schools Attended)

Location of School (City, State)

Overall Grade Point Average

EXPERIENCE/SKILLS

Please explain any experiences that might apply to the following areas:

Customer Service:

Administrative Support:

Personal Computer Skills:

People Skills:



HANDOUT 3

- Job Application (cont.)

Career Planning

ACTIVITY 4

EMPLOYMENT HISTORY

(Example: mowing lawns, babysitting, paper route, fast food, janitorial work, etc.)

Name of Employer	Dates of Service	Type of Work Performed	Last Annual Salary*	Reason for Leaving

CRIMINAL BACKGROUND

Have you ever been convicted of, or entered a plea of "guilty" or "no contest," or had a withheld judgment for a felony? Yes No

If yes, please explain. (You must complete this section to be considered for employment.)

REFERENCES

Reference Name	Relationship	Phone Number	Email
		()	
		()	
		()	

I certify that the answers and information I have given in this application and during the interview for employment are true and complete. I also understand that any false or inaccurate statements, leaving out or misrepresenting facts given by me through this application or as part of the interview process are sufficient cause for me not being offered employment or for my discharge at any time during my employment.

If I accept employment with this company, I will conform my conduct and appearance in accordance with the policies and procedures of the company, and I understand that neither this application nor any manuals or handbooks that may be distributed to me during my employment shall be regarded as a contract or employment.

Signature: _____

Date: _____

Name Printed: _____

*(what you got paid total last year)

Source: CTE Lesson Plans. <https://www.uen.org/lessonplan/view/29019>



Social Media: Digital Citizenship and Responsibility

#thinkb4youpost #itsforever

How do you combine professionalism and social media?

LESSON OUTLINE

BACKGROUND	59
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LESSON

INTRODUCTION	61
discussion and video 6 minutes	

ACTIVITY 1 — Key Terms	61
ideas for teaching vocabulary 10 minutes	

ACTIVITY 2 — Social Media Posts and Negative Impacts?	62
group work: brainstorming and sharing 30 minutes	

ACTIVITY 3 — Case Studies: Private Today—Public Tomorrow	64
discussion and sharing 15 minutes	

ACTIVITY 4 — Wrap-Up	66
discussion and video 5 minutes	

HANDOUTS

HANDOUT 1 — Vocabulary Matchup	67
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HANDOUT 2 — Case Study 1: The Story of Noah	68
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HANDOUT 3 — Case Study 2: The Story of Judy	68
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BACKGROUND

This lesson helps learners gain an awareness and understanding of what it means to be safe, smart and professional when using social media. Technology is a wonderful tool when used appropriately. But when it's abused, terrible things can happen. Careers, friendships, lives and families can be ruined. It is imperative that people learn all they can about the proper use of social media and become responsible digital citizens. The content and activities in this lesson will help students learn to think about the consequences attached to poor decision-making when it comes to social media as well as provide a framework for learners to apply the concepts of accountability and responsibility to personal usage of social media.

Essential Questions

- ▶ What types of communication should be posted and shared on social media networks?
- ▶ What type of information should I expect to receive over social media?
- ▶ What is cyberbullying?
- ▶ How long does information last online?
- ▶ What is my personal social media responsibility?
- ▶ Can I really be fired or not hired because of what I post online?

Concepts and Learning Objectives

Learners will

- ▶ gain an understanding of the negative impact that improper use of social media can have
- ▶ identify safe uses for social networking and electronic communication
- ▶ become familiar with vocabulary terms associated with social networking responsibility
- ▶ apply critical-thinking skills to discuss negative and positive uses and outcomes for social media
- ▶ identify illegal and improper uses of social media

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ Flip-chart paper
- ▶ Markers, pencils and pens
- ▶ AV equipment for projecting video clips
- ▶ Tape

Useful Internet Sites

<http://sourcesofinsight.com/accountability-is-something-we-do-to-ourselves/>

<http://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html>

<http://www.rd.com/health/wellness/negative-effects-of-social-media/>

<http://socialnetworking.procon.org/>

<http://www.medicalnewstoday.com/articles/275361.php>

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

60 to 70 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS *Think before you post*

With just a few simple clicks you can do almost anything: shop, create, write, watch movies, communicate, apply for jobs, go to college, find your mate, do your banking and even wreck your life. It really is that simple. Your keyboard and smart phone have great power, and with that comes great responsibility. Social media is a wonderful tool for keeping up with your friends, looking for jobs, learning about the newest products, getting information out, sharing photos, keeping up with school and countless other daily tasks. But, when used irresponsibly, things can get out of hand very quickly. Watch this short video about using social media, and think about your posts.

Activity 1—Key Terms



DIRECTIONS FOR STUDENTS *Talk the talk*

Becoming familiar with terminology and vocabulary used in discussions about social media responsibility helps you understand and apply digital citizenship skills in your daily life.

- ▶ Cyberbullying: harassing electronically
- ▶ Digital citizenship: appropriate, responsible behavior in regard to the use of technology
- ▶ Digital communication: electronic exchange of information
- ▶ Digital etiquette: electronic standards of conduct and procedure
- ▶ Digital health and wellness: physical and psychological well-being in the digital world
- ▶ Digital law: electronic responsibility for action and deeds
- ▶ Digital rights and responsibilities: freedoms extended to everyone in the digital world
- ▶ Digital security: electronic precautions to guarantee safety
- ▶ Scamming: cheating or defrauding by using false information online



Instructor Notes

Introduce the topic by playing the video clip from "Alpha Man" discussing general pointers about social media usage.

<https://www.youtube.com/watch?v=nMm9WXZ3oMU>

TIME

6 minutes

SKILLS TARGETED

Discussion



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 1—Vocabulary Matchup** for assessment.

TIME

10 minutes

SKILLS TARGETED

Discussion, Collaboration, Group Work and Individual Recall

Activity 2—Social Media Posts and Negative Impacts



DIRECTIONS FOR STUDENTS **Part 1: Posts are forever**

What you post online may be there forever. Negative comments, words, pictures and videos can be seen by future employers and can ruin your chances for a job that you really want. Even when a post is supposed to be temporary, someone might have made a screenshot and captured your comments forever. Always think, think, and think again about what you are tweeting, posting, sharing, chatting and commenting on because just a few ill-advised clicks might be very detrimental to your future. This applies to ALL forms of social media and places where information may be shared. A simple post can get you fired or prevent you from getting a job in the first place as well as damage relationships and chances for awards and recognition. Also, remember that just because something says “private” or “secure,” it may not be. The following short video clips discuss the impact that social media can play in your work life.



DIRECTIONS FOR STUDENTS **Part 2: Some things can be problems**

There are a few things that you should absolutely never do online. Begin by discussing what is not appropriate. Share the following list with the students and have them brainstorm specific examples of each problem. Here are some tips to help keep you clean, safe and employable while online. If you aren't sure, don't post!

- ▶ Never post illegal things.
- ▶ Never bully others.
- ▶ Never trash your teachers or bosses.
- ▶ Never post objectionable content from school or work computers or networks.
- ▶ Never post your confidential information.
- ▶ Never give out details and specifics about your check-in locations.
- ▶ Never lie, cheat or plagiarize another person's work online or otherwise.
- ▶ Never ignore your school or work cyber policies.
- ▶ Never make inappropriate or objectionable posts.
- ▶ Never give total confidence to privacy settings.
- ▶ Never threaten violence and never ever threaten revenge on people.
- ▶ Never write posts when you are emotional, especially when you are angry or upset.
- ▶ Never friend people you don't really know.
- ▶ Never use school or work computers for unapproved personal use.



Instructor Notes

Begin the discussion of the workplace and social media with the following video clips. Watch these video clips in advance and select the most appropriate ones for your group. The central point is that poor judgment in posting could result in not getting jobs, or getting fired from a job you already have. Also, it is important to note that posts don't go away.

CHOOSE THE VIDEOS MOST RELATED TO YOUR AUDIENCE.

- ▶ <https://youtu.be/YTEmh4NUFPY>
- ▶ https://youtu.be/DIKnS_q3L_Q
- ▶ <https://youtu.be/1xtXBqjop2Y>
- ▶ <https://youtu.be/IWcQax3knAE>

TIME

10 minutes

SKILLS TARGETED

Discussion, Collaboration and Critical Thinking



Instructor Notes

Work in small groups to brainstorm examples for each of these potential problems. Have the groups write some examples on index cards, then tape the cards to the board or to a flip chart so that everyone can see. Keep stressing the permanence of posting and sharing. Remember there are no wrong answers in brainstorming.

TIME

10 minutes

SKILLS TARGETED

Discussion, Group Work, Collaboration and Critical Thinking



DIRECTIONS FOR STUDENTS

Part 3: Advantages to using social media correctly

When used correctly, social media is a tremendous asset for a job search, growing your business and professional networking. Even though you may think that your personal life and your professional life are two different things, there is no difference when it comes to the Internet. Your cyber footprint is uniquely yours and can easily be tracked through your past if your employer decides to do so. Here are some beneficial, positive and helpful ways to use the Internet to help you get and keep a job.

Social media...

- ▶ allows you to do research and find answers
- ▶ provides a network to use in searching for jobs, homes, businesses, employees, friends and general information
- ▶ helps you stay in contact with old friends and make new ones
- ▶ is a path to help you develop digital competencies
- ▶ allows you to express your independence and ideas
- ▶ can provide an opportunity for you to further your education through discussion boards and other platforms
- ▶ offers a way for businesses to connect with customers
- ▶ is an outlet for the news media to communicate with the public
- ▶ helps isolated people feel less isolated
- ▶ opens up new opportunities for people with disabilities
- ▶ is a great place to highlight your skills, talents and volunteer work
- ▶ presents a platform for joining industry groups, networks and job fairs



Instructor Notes

Discuss some specific advantages and positive outcomes when social media is used properly.

TIME

10 minutes

SKILLS TARGETED

Discussion and Critical Thinking

Activity 3—Case Studies: Private Today—Public Tomorrow



DIRECTIONS FOR STUDENTS *Leave your best footprints*

Your reputation is at stake when you post to social media, and it is not confined only to what you write or share. When you get tagged in photos or your posts get shared, your private post is no longer private. If someone shares or screen shots an inappropriate photo or post involving you, that information becomes public and can go through layers and layers of friend-sharing. Ultimately, your private life becomes public. Even if you take the original post down, it is still out there in cyberland if it has been shared.

Read the following case studies concerning ill-advised social media posts. Think about what went wrong for these people.



Instructor Notes

Have the students divide into small groups and discuss the following case studies. Make comments specifically about what went wrong with these posts. What repercussions can happen when “private” becomes “public”?

TIME

15 minutes

SKILLS TARGETED

Discussion and Critical Thinking



DIRECTIONS FOR STUDENTS *Case Study 1:* *The story of Noah*

Noah wrote the following post about his 16th birthday party adventures for all of his friends to see.

“Thanks for the birthday wishes, everybody! 16 is great, that is if I could actually feel it...lol!!! It was a crazy weekend and I am feeling it today, BIGTIME. My head hurts and I can’t remember too much about what happened. Thanks for the fun times and the free-flowing adult beverages. Can somebody please tell me how we got away from the cops? Who took those pictures on my phone? I have included them for your viewing pleasure and to help all of you remember the night! Thanks again to my big brother, Jeff and his college friends, Adam and Chris, for SUPPLYING the fun! And, I guess we have a history test today, right Mike and Nick? Peace—Noah.”

DISCUSSION

Noah did several things wrong in his post. What were they? What could happen because of this post?

1. He named other people in the post. Did he ask the other people he named if he could post about them? Never post comments about other people, especially if they might be incriminating, unless you have permission.
2. How old was Noah in this post? Noah was 16 years old; not old enough to drink.
3. What happened with the police? Noah was posting about illegal drinking, and there was a reference to police.
4. Never post anything that could ruin someone else's reputation.
5. He made a reference to a photo. Never post photos of someone without their permission.
6. Who would be seeing this post? Always think about who might see your posts. ALWAYS!



DIRECTIONS FOR STUDENTS

Case Study 2:

The story of Judy

Judy works for the Pear Tree Accounting Firm. She is an accountant. One day after work, she made the following post to a select group of friends.

"So today, Susan Martin came in with her tax returns. They were given to me to go over before filing. I had no idea she made that much money. Most of the other clients from Stanley Production don't make anywhere near what she makes. I have worked on tax returns for several of them. I sure wouldn't have guessed that Bob Smith makes less than she does. It doesn't add up to me. Did you guys know that she got divorced this year? Big surprise to me, but that explains her ex-husband hanging out with my neighbor, Cheryl...lol. Looks like she got the house, but even with her salary I don't see how she can pay for it. She is in pretty deep financially. Now that I think about it, she has been kind of chummy with Bill Stanley...hmmm? Maybe he will bail her out. Oh well, not my business. By the way, I took this photo of her when she picked up her taxes. New hairdo, I guess... not a fan of it! See you later! Judy"

DISCUSSION

Judy did several things wrong in her post. What were they?

1. She named other people in the post. Did she ask the other people she named if she could post? Never post comments about other people, especially if they might be incriminating, unless you have permission. Judy was spreading gossip and giving out personal and confidential information about clients from her work. Never post anything that could ruin someone else's reputation.
2. Judy was sharing confidential client information from her work. She was breaking ethical rules and company policy. She could also have legal issues if she is slandering people. Some might think that Judy was bullying Susan just by the way she was talking about her.
3. She made a reference to a photo. Never post photos of someone without their permission.

What could happen because of this post? Who would be seeing this post? Always think about who might see your posts. ALWAYS!



DIRECTIONS FOR STUDENTS

To summarize

On a final note, all organizations have computer policies for personal use that include social media usage. Wherever you work, be familiar with company policies. Also, most companies have layers of cyber security in place and can easily employ the science of cyber forensics to track

employee Internet usage as well as solve crimes if necessary. Cyber ethics matter in both your personal and your professional life. Be smart with your computer, and be selective with what you post and share.

Activity 4—Wrap-Up



DIRECTIONS FOR STUDENTS

Leave your best footprints

Used properly, social media can be a valuable tool in life. However, when used inappropriately, it can be detrimental. So, think before you post, be safe, be secure—and remember that what may seem private today might be public tomorrow. Your digital footprint is a reflection of you, so make it a good one.



Instructor Notes

Refer back to the Essential Questions at the beginning of the module and confirm that students have learned skills in practicing smart social media usage.

TIME

5 minutes

SKILLS TARGETED

Discussion and Critical Thinking



HANDOUT 1

- Vocabulary Matchup

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

cyberbullying	digital etiquette	digital rights and responsibilities
digital citizenship	digital health and wellness	digital security
digital communication	digital law	scamming

VOCABULARY DEFINITIONS

- ▶ Electronic precautions to guarantee safety _____
- ▶ Electronic exchange of information _____
- ▶ Electronic standards of conduct and procedure _____
- ▶ Cheating or defrauding by using false information online _____
- ▶ Electronic responsibility for action and deeds _____
- ▶ Harassing electronically _____
- ▶ Freedoms extended to everyone in the digital world _____
- ▶ Physical and psychological well-being in the digital world _____
- ▶ Appropriate, responsible behavior in regard to the use of technology _____



HANDOUT 2

- Case Study 1: The Story of Noah

Noah wrote the following post about his 16th birthday party adventures for all of his friends to see.

"Thanks for the birthday wishes, everybody! 16 is great, that is if I could actually feel it...lol!!! It was a crazy weekend and I am feeling it today, BIGTIME. My head hurts and I can't remember too much about what happened. Thanks for the fun times and the free-flowing adult beverages. Can somebody please tell me how we got away from the cops? Who took those pictures on my phone? I have included them for your viewing pleasure and to help all of you remember the night! Thanks again to my big brother, Jeff and his college friends, Adam and Chris, for SUPPLYING the fun! And, I guess we have a history test today, right Mike and Nick? Peace—Noah."



HANDOUT 3

- Case Study 2: The Story of Judy

Judy works for the Pear Tree Accounting Firm. She is an accountant. One day after work, she made the following post to a select group of friends.

"So today, Susan Martin came in with her tax returns. They were given to me to go over before filing. I had no idea she made that much money. Most of the other clients from Stanley Production don't make anywhere near what she makes. I have worked on tax returns for several of them. I sure wouldn't have guessed that Bob Smith makes less than she does. It doesn't add up to me. Did you guys know that she got divorced this year? Big surprise to me, but that explains her ex-husband hanging out with my neighbor, Cheryl...lol. Looks like she got the house, but even with her salary I don't see how she can pay for it. She is in pretty deep financially. Now that I think about it, she has been kind of chummy with Bill Stanley...hmmm? Maybe he will bail her out. Oh well, not my business. By the way, I took this photo of her when she picked up her taxes. New hair-do, I guess...not a fan of it! See you later! Judy"

Teamwork Makes the Dream Work

Communication, Teamwork and Conflict Management

This stuff matters?

LESSON OUTLINE

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LESSON

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discussion and video 8 minutes	
ACTIVITY 1 — Key Terms	74
ideas for teaching vocabulary 10 minutes	
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personal inventory worksheet 13 minutes	
ACTIVITY 3 — Are You Listening?	76
partner activity 15 minutes	
ACTIVITY 4 — Team Building in Action: Skill Building	77
group team-building 20 minutes	
ACTIVITY 5 — Team Building and a Word on Conflicts	78
team-building inventory and video 13 minutes	
ACTIVITY 6 — Wrap-Up	79
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BACKGROUND

This lesson helps learners gain an understanding of the importance of communication, teamwork and conflict management in creating a productive and successful workplace. Participants gain knowledge, assess skills, practice team-building and apply communication principles relevant and necessary to success in their personal, social and work environments. The content, vocabulary and activities provide a framework for learners to make connections between teamwork, communication, conflict management, personal lives, work lives and getting along in general.

Essential Questions

- ▶ What are the benefits of working as a team?
- ▶ What characteristics make a successful team?
- ▶ How can I be a good team member?
- ▶ How can I make sure that I am communicating effectively?
- ▶ What role does communication have in my workplace?
- ▶ What kind of communicator am I?
- ▶ How can I improve my communication skills?
- ▶ How can understanding conflict management help me in my work?
- ▶ How does communication relate to teamwork and conflict management?

Concepts and Learning Objectives

Learners will

- ▶ use knowledge of communication skills to analyze personal communication styles
- ▶ identify and list qualities necessary to become a good team member
- ▶ discuss the importance of teamwork in the workplace
- ▶ apply principles of teamwork, communication, problem solving and critical thinking as they collaborate to complete a group task
- ▶ develop an understanding of the connection between communication, teamwork and conflict management as an important skill in the 21st century workplace
- ▶ identify ways to apply conflict management in their own lives

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ Marshmallows
- ▶ Spaghetti

SOMETHING TO THINK ABOUT

"Communication—the human connection—is the key to personal and career success." – PAUL J. MEYER

Useful Internet Sites

<http://smallbusiness.chron.com/effective-communication-team-work-3167.html>

<https://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf>

<http://www.rasmussen.edu/student-life/blogs/college-life/importance-of-teamwork-skills-in-work-and-school/>

<http://www.helpguide.org/articles/relationships/conflict-resolution-skills.htm>

<https://www.verywell.com/conflict-resolution-skills-for-healthy-relationships-3144953>

<http://www.amanet.org/training/articles/the-five-steps-to-conflict-resolution.aspx>

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

75 to 85 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS *Communication matters*

As human beings, we constantly give and receive messages. Communication is all around us, especially in this digital age where everything—including sending and receiving messages—is immediate. Fifty years ago, who would have guessed what would happen to the telephone in the 21st century? Believe it or not, people used to actually talk on telephones, and a landline was usually a "party line" shared by two or three neighbors. Now each person in the same household has a different line. It is mind-boggling to think about how technology has changed our lives and will continue to do so. One thing that has not changed, however, is our constant need to communicate. Our personal lives, our work lives and our social lives require that we connect and converse with others. Communication skills that were effective 50 years ago are still applicable today.

According to a 2010 survey conducted by the National Association of Colleges and Employers, communication skills rank first among "must-have" skills and qualities for potential job candidates. It is critical to understand that communication is a two-way street and that sending messages is only part of the communication process. Employees dealing with the public absolutely must know not only how to speak clearly, but also how to listen and interpret what customers or clients are saying.

A great example is ordering food at a drive-thru. Have you ever tried to place your order when the person on the headset keeps interrupting you? It can be very frustrating trying to communicate clearly with someone you cannot see. Body language and nonverbal cues play such an important role in the communication process. Sometimes, without the benefit of having a visual connection, aspects of communication are lost.

During an interview, many employers will ask questions aimed at highlighting listening skills. They pick up clues based on how questions are answered and even through questions candidates might ask. Remember, active listening requires you to engage in the conversation with comments and questions when asked to do so. Appropriate eye contact and posture are vital to a successful interview. An important part of job success is knowing how to "read" the nonverbal cues of your coworkers and supervisors. When communication breaks down, things go wrong quickly, and you might find yourself out the door. So, practice good communication skills and realize that communication can be learned, polished and improved with practice.



Instructor Notes

Introduce the topic by playing a clip from Abbott and Costello's comedy routine "Who's on First?"

<https://www.youtube.com/watch?v=kTcRRaXV-fg>

TIME

8 minutes

Activity 1—Key Terms



DIRECTIONS FOR STUDENTS

Talk the talk

Becoming familiar with vocabulary relating to communication, teamwork and conflict management can help you apply concepts essential to developing personal skills necessary for workplace success.

- ▶ Active listening: hearing and responding with full attention
- ▶ Aggressive communicator: someone who expresses needs and wants while hurting others
- ▶ Assertive communicator: someone who expresses themselves firmly but respects others
- ▶ Communication: exchange of information between sender and receiver
- ▶ Conflict resolution: problem-solving strategy for settling disputes and finding solutions that will allow each side to save face and create the least amount of ill feeling
- ▶ Leadership: the ability to motivate others to work toward a goal
- ▶ Nonverbal communication: exchanging information without speaking, but by using body language, eye contact, gestures, posture, etc.
- ▶ Passive communicator: someone who is afraid to express themselves and seems weak and timid
- ▶ Teamwork: working together as a group to accomplish a common goal
- ▶ Verbal communication: exchanging information using words, sounds and tone of voice
- ▶ Visual communication: exchanging information through vision: signs, symbols, pictures, etc.
- ▶ Workplace etiquette: good manners in dealing with customers, coworkers and supervisors
- ▶ Written communication: exchanging information through written word: text, letters, email, blogs, etc.



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 1—Vocabulary Matchup** for assessment.

TIME

10 minutes

SKILLS TARGETED

Discussion, Group Work and Individual Recall

Activity 2—My Communication Style



DIRECTIONS FOR STUDENTS ***How do you communicate?***

Becoming familiar with your personal communication style not only helps in your personal life, but also in your work and professional life. Understanding how you communicate both when you send and when you receive messages helps you become a successful communicator.

Handout 2—Positive Communication Habits is a checklist you can use to rate your personal communication habits. Rate yourself from "never" to "always" and examine your own habits. At the end of the rating scale, use the quick analysis to determine how you stack up based on your score. To experience personal growth, it is always good to assess our own skills and abilities. After you look at your communication habits, take a look at your style. What kind of communicator are you—assertive, passive, aggressive, or a mix? **Handout 3—Discovering Your Communication Style** helps you answer those questions. Communication styles differ, and you may find that you prefer one type over another. For example, you might be more of a visual communicator than a verbal communicator.

COMMUNICATION TYPES

- ▶ Verbal—speaking, sounds, language, voice tone
- ▶ Auditory—listening and hearing
- ▶ Nonverbal—facial expressions, body language, gesture, posture
- ▶ Written—books, newspapers, journals, email, blogs, texts
- ▶ Visual—signs, symbols, graphics, pictures



Instructor Notes

Handout 2—My Positive Communication and **Handout 3—Discovering Your Communication Style** are located at the end of the lesson. Print copies for the students to complete in class.

TIME
13 minutes

SKILLS TARGETED
Critical Thinking and Analysis

ACTIVITY 3—Are You Listening?



DIRECTIONS FOR STUDENTS

As people, we frequently talk to each other. But how deeply are we really listening? In this activity, you'll pair up with another participant to answer some questions simultaneously to gauge what you can remember. You'll also learn tips on being a more active listener and how to use reflection and clarification to ensure that you understand what someone is telling you.



Instructor Notes

Divide participants into pairs. Pass out **Handout 5 — Are You Listening?** and give participants time to review it. Answer any questions they may have. Ask each pair to arrange themselves back to back and remain that way. When everyone is ready, have them start the activity as directed on the handout. Provide two to three minutes for the pairs to answer the questions. When time is up, instruct the pairs to turn around to face each other and share what they heard their partner say. Follow the activity with these discussion questions:

1. How well did you hear what your partner was saying? How much of what they said did you hear?
2. If you think about the two components of listening (hearing and paying attention), can you do both of these when you are talking? Can you do either?

What can you learn from this activity?

Review the following active listening tips:

- Pay undivided attention to words and body language
- Use body language that shows you are listening
- Check your understanding through reflection and clarification
- Do not judge or interrupt

Ask participants how they can use body language to show they are listening? (Possible answers include leaning forward, nodding and the like.)

Tell participants that when they are listening, reflecting and clarifying are two ways for them to confirm that they understand.

Review the following tips for reflecting and clarifying:

REFLECTING

- Restating or paraphrasing the speaker's words or feelings
 - Shows you are trying to understand the message
 - Encourages them to continue talking

CLARIFYING

- Asking questions or summarizing and seeking feedback
 - Helps you better understand the message
 - Encourages them to continue talking

Ask the following questions and allow one or more participants to respond:

1. Let's say that you and I work together. If I got to work and told you I had a flat tire on the way to work this morning, how could you use reflecting in this situation?

Example: "You got a flat tire? I'm sorry to hear that. What happened?"

2. If I said to you: "The boss says we need to clean up this area," what questions might you ask to clarify?

Example: "What exactly does the boss want us to do?"

TIME

15 minutes

SKILLS TARGETED

Listening and Understanding

Activity 4—Team-Building in Action: Skill Building



DIRECTIONS FOR STUDENTS *Teaming up*

According to the U.S. Department of Labor, employers rank teamwork and communication skills at the top of the list of desirable worker qualities in today's job market. The ability to get along, solve problems, work together, communicate and contribute ideas is a critical proficiency in most job and career settings. That said, it is important to note that many people lack these skills and abilities, or at least they do not demonstrate these competencies in the workplace.

Teamwork is essential to workplace success. Think about sports, for example. Even though one player scores the points, all players work together to set up the play. Football requires blocking and creating openings for the offense to run or throw the ball. Basketball relies on the players moving and passing the ball to run the play and create openings for the best shot. NASCAR depends on precision communication and teamwork between the pit crew, the spotters, the crew chief and the driver.

Effective communication is vital in creating a well-oiled team in NASCAR, in sports, in families and particularly in the workplace. When teams work cooperatively, team members contribute ideas, make suggestions, add effort and actually become more responsible. Relationships, communication, accountability, ownership, pride and attitude also improve when teamwork is positive and productive.

TEAM BUILDING ACTIVITY: **CAREFUL, CONSTRUCTION AHEAD**

You have 15 minutes!

After your team building experience, think about these questions.

1. How did your team work together? What specifically worked well? What difficulties did you experience?
2. Besides the team leader, what role did each person play? How was each person helpful to the end goal?
3. Was it a plus or a minus that the team leader was not able to physically participate in the activity? How did the team leader feel about their level of participation?
4. What would you do differently, if given a second chance at this activity?
5. If you were selected as a team leader at work, what type of leader would you like to be? Would you like to be a leader who gets involved and works with the team or would you rather be one that just tells the team what to do? Explain your choices.



Instructor Notes

TEAM BUILDING ACTIVITY: **CAREFUL, CONSTRUCTION AHEAD**

Divide into groups of four or more. Each group must elect a team leader. Each group gets a supply of spaghetti and marshmallows. As a group, you have 15 minutes to work together to create the tallest freestanding structure possible. Team leaders may only supervise and offer instructions. The leader may not physically participate in this activity. Spread your groups out as far apart as possible before you begin the activity.

Walk around and help the groups if necessary. After 15 minutes, evaluate the structures. Talk about the foundations

of the structures. The tallest structures will usually have wide, supported foundations. Relate the importance of a solid foundation not only to each structure itself but also to building a strong and solid team. Ask questions about the teamwork experience. Follow up the activity with wrap-up questions.

TIME
20 minutes

SKILLS TARGETED
Collaboration, Problem Solving and Group Work

Activity 5—Team Building and a Word on Conflicts



DIRECTIONS FOR STUDENTS *Part 1: Conflicting ideas*

After participating in the construction activity, you hopefully have a better understanding of teamwork and of your own teamwork skills. **Handout 4—Elements of Teamwork—An Inventory of Skills** helps you evaluate your ability to collaborate and work in groups. Rate yourself honestly and be prepared to share with the group.



DIRECTIONS FOR STUDENTS *Part 2: Compromise*

Sometimes disagreements happen at work and in your personal lives. Conflicts occur because two or more people want different things. Coming to an agreement about a conflict is called negotiation. Sometimes we don't really reach a solution, but we agree to manage the conflict on a set of terms. This is called conflict management. Work-based conflict management may result when our supervisors hand down a directive on how to resolve the issue. Learning to be emotionally mature and accept the results of conflict management is required in work settings. Teamwork is critical to production and conflicts can often lead to a loss of production. The following short videos show examples of how to handle conflict in the workplace. As you watch these, try to think of how you might handle the situations.



Instructor Notes

Handout 4—Elements of Teamwork—An Inventory of Skills is located at the end of the lesson. Follow up with wrap-up questions. Print copies for the students to complete in class.

TIME

5 minutes

SKILLS TARGETED

Discussion and Analysis



Instructor Notes

The instructor plays the following video clips about conflict management in the workplace:

<https://www.youtube.com/watch?v=UpW5l9fgbs>

<https://www.youtube.com/watch?v=1kOn8vWA4fU>

TIME

8 minutes

SKILLS TARGETED

Critical Thinking and Analysis

Activity 6—Wrap-Up



DIRECTIONS FOR STUDENTS ***Friendly does it***

Getting along is not always easy, but cooperation, teamwork, conflict management and communication go a long way in helping you succeed not only in your job but also in your relationships. When you are not willing or able to cooperate, you bring undue stress upon yourself. When word gets out that you are not easy to get along with, you may be passed over for promotions and pay increases. The best thing to do is learn some skills that help make your life easier and help you become a rock star at teamwork and getting along with others.



Instructor Notes

Refer back to the Essential Questions at the beginning of the module and confirm that students have learned skills and terminology related to teamwork. Verify that they understand the connection between teamwork and getting along at work, and that they can recognize their own strengths and weaknesses in communication and teamwork.

Play the short video clip and wrap up with closing comments.

<https://www.youtube.com/watch?v=S02D9QzDe4s&t=3s>

TIME

3 minutes

SKILLS TARGETED

Discussion, Critical Thinking and Analysis



HANDOUT 1

- Vocabulary Matchup

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

active listening	communication	nonverbal communication	verbal communication
aggressive communication	conflict resolution	passive communication	visual communication
assertive communication	leadership	teamwork	workplace etiquette
			written communication

VOCABULARY DEFINITIONS

- ▶ Exchanging information using words, sounds and tone of voice _____
- ▶ A style of exchanging information that is firm but respectful _____
- ▶ Working together as a group to accomplish a common goal _____
- ▶ Exchange of information between sender and receiver _____
- ▶ Exchanging information through written words: text, letters, email, blogs, journals, etc. _____
- ▶ A style of exchanging information that expresses needs and wants that hurts others _____
- ▶ Good manners used in dealing with customers, coworkers and supervisors _____
- ▶ Problem-solving strategy for settling disputes and finding solutions _____
- ▶ Exchanging information without speaking, but by using body language, eye contact, gestures and posture _____
- ▶ A style for exchanging information that is weak and timid _____
- ▶ Exchanging information through vision: signs, symbols, pictures, etc. _____
- ▶ The ability to motivate others to work toward a goal _____
- ▶ Hearing and responding with full attention _____



HANDOUT 2

- Positive Communication Habits

Teamwork Makes the Dream Work

ACTIVITY 2

Rate your personal communication habits with a number that accurately indicates your style.

4=Almost always

3= Usually

2= Sometimes

1= Almost never

When I talk to someone...

I get the feeling they understand me.	
I am able to express my opinions.	
I am not afraid to reveal my feelings.	
I use positive statements in problem situations.	
I watch for feedback from the other person.	
I use examples to get my message across.	
I use details to get my message across.	
I use a different tone of voice to help me say what I mean.	
I choose the right moment to raise an important issue.	
I am conscious of my body language.	
TOTAL	

When I listen to someone...

I listen only for facts.	
I am attentive.	
I am not distracted.	
I use eye contact during conversations.	
I wait until the other person is finished speaking before I speak.	
I ask questions if I'm not sure of the message.	
I paraphrase complex messages.	
I listen "between the lines" for the meaning.	
I watch the speaker's body language.	
I use body language to signal that I'm listening.	
TOTAL	



TOTAL SCORE

(Add the totals from each column)

ANALYSIS

If your score is between 60 and 80—you have excellent communication skills!

If your score is between 40 and 60—your communication skills are good. Practice to make your best better.

If your score is below 40—your communication skills will improve with practice. Keep this list in mind when interacting with others.

(Adapted from Utah CTE Lesson Plans)



HANDOUT 3

- Discovering Your Communication Style

Teamwork Makes the Dream Work

ACTIVITY 2

Circle the response to each statement that best describes you. Then, at the end of the activity, count the number of each "lettered" response and record that number beside the letter at the bottom of the page. See where you rank.

1. Which statement do you most agree with?
 - a. "Everyone should be like me."
 - b. "Don't make waves."
 - c. "I have rights and so do others."
2. When you communicate, you are most often...
 - a. Closed-minded
 - b. Indirect
 - c. An effective, active listener
3. When you communicate, you more often...
 - a. Interrupt and monopolize the conversation.
 - b. Always agree and do not speak up.
 - c. Express yourself directly, honestly and as soon as possible about feelings and wants.
4. Which characteristics best describe you?
 - a. Domineering, bullying
 - b. Apologetic, self-conscious
 - c. Open, flexible, versatile
5. Which words best describe you?
 - a. Condescending, sarcastic
 - b. Allowing others to make decisions for you
 - c. Confident and trusting of self and others
6. Which behavior are you most likely to exhibit?
 - a. Putting others down
 - b. Trying to sit on both sides of the fence to avoid conflict
 - c. Action-oriented
7. How would others most likely describe you?
 - a. Bossy with a know-it-all attitude
 - b. Complaining instead of taking action and letting others make choices
 - c. Taking appropriate action toward getting what you want without denying rights of others
8. In a conflict, which of these nonverbal cues are you most likely to use?
 - a. Point, shake finger, glare
 - b. Nod head often, come across as pleading, downcast eyes
 - c. Use open, natural gestures and direct eye contact
9. Which best describes your voice?
 - a. Critical, loud, yelling tone of voice and fast, clipped speech
 - b. Low volume, meek or fast when anxious; slow, hesitant when doubtful
 - c. Vocal volume appropriate, expressive and varied rate of speech
10. Which are you most likely to say?
 - a. "You (have to, ought to, better)" and "Don't ask why... Just do it."
 - b. "You should do it" and "I'll try..." and "I can't..."
 - c. "I choose to..." and "What are my options?"
11. In a confrontation, which best describes you?
 - a. You feel that you must win arguments, and you threaten or attack.
 - b. You are the one who avoids, ignores, leaves, postpones and agrees externally while disagreeing internally.
 - c. You are the one who negotiates, bargains, trades off, compromises and doesn't let negative feelings build up.
12. What do you most often feel?
 - a. Anger, hostility, frustration, impatience
 - b. Powerlessness and ignored for good works
 - c. Enthusiasm, well-being, even-tempered
13. Over time in your relationships with others, how would you describe yourself?
 - a. I find them resentful of me and sometimes force them to do it my way.
 - b. I give up being myself and slowly lose my self-esteem.
 - c. I gain increased self-esteem and self-confidence, and let others know where I stand.



SCORING

Count the number of times you chose each letter: _____ A _____ B _____ C

Source: CTE Lesson Plans. (2011, July 5). Utah Curriculum Resources. Retrieved from Utah Education Network: <https://www.uen.org/lessonplan/view/28910>



HANDOUT 3

- *Discovering Your Communication Style (Cont.)*

Teamwork Makes the Dream Work

ACTIVITY 2

Which did you choose the most? _____

If you answered A most of the time, you are Mostly Aggressive.

If you mostly chose B, you are Mostly Passive.

If you mostly chose C, you are Mostly Assertive.

When is an aggressive style beneficial?

When is a passive style beneficial?

When is an assertive style beneficial?

What could you do to improve your assertiveness?

Source: CTE Lesson Plans. (2011, July 5). Utah Curriculum Resources. Retrieved from Utah Education Network: <https://www.uen.org/lessonplan/view/28910>



HANDOUT 4

- Elements of Teamwork—An Inventory of Skills

Part of being a good team member is learning to understand your personal strengths (what you have to offer) AND where you might need to gain assistance from others. Listed on this sheet are 10 characteristics that make a productive team member. Rate your level of confidence in each skill (HONESTLY; circle the rating that best fits your level)—and then list some ways that you could improve your rating.

SKILL 1: RELIABLE

You can be counted on to get the job done.

RATING

Not so confident Sort of confident Really confident

SKILL 2: EFFECTIVE COMMUNICATOR

You express your thoughts and ideas clearly and directly, with respect for others.

RATING

Not so confident Sort of confident Really confident

SKILL 3: ACTIVE LISTENER

You listen to and respect different points of view. Others can offer you constructive feedback—and you don't get upset or defensive.

RATING

Not so confident Sort of confident Really confident

SKILL 4: PARTICIPATES

You are prepared—and get involved in team activities. You are a regular contributor.

RATING

Not so confident Sort of confident Really confident

SKILL 5: SHARES OPENLY AND WILLINGLY

You are willing to share information, experience and knowledge with the group.

RATING

Not so confident Sort of confident Really confident

SKILL 6: COOPERATIVE

You work with other members of the team to accomplish the job—no matter what.

RATING

Not so confident Sort of confident Really confident

SKILL 7: FLEXIBLE

You adapt easily when the team changes direction or you're asked to try something new.

RATING

Not so confident Sort of confident Really confident

SKILL 8: COMMITTED

You are responsible and dedicated. You always give your best effort!

RATING

Not so confident Sort of confident Really confident

SKILL 9: PROBLEM SOLVER

You focus on solutions. You are good about not going out of your way to find fault in others.

RATING

Not so confident Sort of confident Really confident

SKILL 10: RESPECTFUL

You treat other team members with courtesy and consideration—all of the time.

RATING

Not so confident Sort of confident Really confident

► What could you do to improve your ratings?



HANDOUT 5

— Are You Listening?

Teamwork Makes the Dream Work

ACTIVITY 3

1. Position yourself back to back with your partner (facing away from one another).
2. On the instructor's cue, answer the questions below with as much or as little detail as you want, and at the same time — meaning you will be speaking simultaneously. Your goal for this activity is to convey information to your partner through speaking but also listen to your partner as they provide information to you.

A.	The name I like to be called is ...	
B.	I am here today because ...	
C.	So far, I think this exercise is ...	
D.	One of my favorite leisure activities is ...	
E.	An accomplishment I am very proud of in my life is ...	
F.	Others often comment that I am good at ...	

3. When the time is up, face your partner and share what you heard them say.



Time Management

Tick Tock, Tick Tock

Time flies, and you are the pilot.

LESSON OUTLINE

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LESSON

INTRODUCTION	91
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discussion and video | 8 minutes

ACTIVITY 1 — Behavior Patterns	92
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brainstorming and sharing | 15 minutes

ACTIVITY 2 — Key Terms	93
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ideas for teaching vocabulary | 10 minutes

ACTIVITY 3 — Do What Matters	94
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group brainstorming and sharing | 32 minutes

ACTIVITY 4 — Wrap-Up	96
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discussion and video | 10 minutes

HANDOUTS

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BACKGROUND

This lesson is an introduction to time management. The content, information and activities provide a framework for learners to understand and apply principles of time management to their daily lives. Recognizing that time management is a necessary part of both our personal lives and our work lives is an important step in alleviating stress and becoming productive and successful at whatever we do. Whether we are running a Fortune 500 company or a household, the same basic management rules apply. In this lesson, students learn about time-wasters, organizing and prioritizing, avoiding procrastination, and planning. In the world of work, poor time management is often a reason that people lose their jobs. Time management is a critical skill to have in your personal world and in your work world.

Essential Questions

- ▶ How can I organize my time and resources to be the most effective and efficient?
- ▶ What are my personal time-busters?
- ▶ Where does my time go?
- ▶ What does planning have to do with time management?
- ▶ What do my goals have to do with time management?
- ▶ What are some tools that I can use to improve my time-management skills?

Concepts and Learning Objectives

Learners will

- ▶ understand the importance of establishing effective time-management skills
- ▶ learn to balance their time more effectively
- ▶ become familiar with common vocabulary terms associated with time management
- ▶ learn how to apply basic time-management strategies in their own lives
- ▶ be able to make connections between personal and work-based time-management skills

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape

SOMETHING TO THINK ABOUT

"Time cannot be saved, it can only be spent, and if not spent wisely and well, it is wasted." – HENRIETTA C. MEARS

"People often complain about the lack of time when the lack of direction is the real problem." – ZIG ZIGLAR

Useful Internet Sites

<http://www.mytimemanagement.com/personal-goal-setting.html>

<http://www.webmd.com/add-adhd/features/time-management-tips>

<http://www.lifehack.org/articles/productivity/top-20-time-wasters-and-top-5-worthwhile-activities.html>

<https://www.youtube.com/watch?v=v5ZvL4as2y0>

<https://www.youtube.com/watch?v=TwvJlZZh7Us>

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students (make extra copies of Handout 3—Time-Management Log, and Handout 5—My Goal Worksheet for students to take home).
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

65 to 75 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

"Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent. Be careful lest you let other people spend it for you." – CARL SANDBURG

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS

Time is fleeting

There are three things that we can never get back after they are gone: a particular moment, a word after it has been said and time after it is gone. We might try to recapture a moment by setting up similar circumstances. We might try to recant a word by apologizing, but time is the one thing that we can't even try to get back. Once it's gone, it's gone.

Have you ever wished that you could have more time? Maybe you have wished for more hours in a day, or maybe you have thought that no matter how much time you have, you just can't seem to get everything accomplished. Time is a limited resource. We only have so much, and none of us knows what that limit is. Time is such a big deal that we spend a lot of time thinking about it. We write songs and stories about time, make up quotes and sayings about time and, of course, fret over wasted time. Because time is constantly on our minds, doesn't it make sense that we would want to learn how to manage it? Ironically, we really can't manage time; we can only manage our behavior and what we do with the time we have available. Learning how to make the most of the time we have is really learning about how to apply specific management skills and strategies to our daily lives. Time management involves staying organized, planning, and establishing and setting priorities.



Instructor Notes

Introduce the topic by playing the song "Seasons of Love" from the film "Rent."

<https://www.youtube.com/watch?v=UvyHuse6buY>

TIME

8 minutes

SKILLS TARGETED

Discussion

Activity 1—Behavior Patterns



DIRECTIONS FOR STUDENTS *Part 1*

The first step in time management is to examine what you are doing with your time. **Handout 1—Common Behaviors: What Do I Do Well?** is a grid where you can rank the frequency and the importance of particular behaviors and strategies that help with time management. Rate yourself in these categories, then check your scores (five is the highest score).

Do your actions match the level of importance that you place on particular behaviors? For example, if you give yourself a five for having and using a planner, and you give yourself a five for the level of importance that you place on having a planner, then that matches up and you are doing well in the planner category. As you look at your behaviors, are you surprised? Does it make sense that you might not be managing your time well in some areas of your life? Can you think of some ways that you might change your behavior to manage your time more efficiently?



DIRECTIONS FOR STUDENTS *Part 2*

Once you begin thinking about your own personal behaviors and priorities, you can start to get a handle on exactly where your time is going and how time management plays a role in what you can accomplish. Remember, time is a limited resource. What you do with it impacts everything you do in life. This short video clip, "Jar of Life," demonstrates the constraints and limitations of time.



Instructor Notes

Play video clip "Jar of Life."

<https://www.youtube.com/watch?v=Bvww2yy-dn4>

You may want to make additional comments about the jar video and how it pertains to your students.

OPTION

Instead of showing the video, adapt the activity "Priorities Teamwork Game" from Plan for Life.

TIME

5 minutes

SKILLS TARGETED

Discussion, Critical Thinking and Analysis



Instructor Notes

Handout 1—Common Behaviors: What Do I Do Well? is located at the end of the lesson. Print copies for the students to use during class.

TIME

10 minutes

SKILLS TARGETED

Discussion, Critical Thinking and Analysis

Activity 2—Key Terms



DIRECTIONS FOR STUDENTS ***Have a plan***

Becoming familiar with terminology and vocabulary used in time-management discussions will help you understand and apply concepts related to personal skill development in goal setting, planning, organizing and managing time successfully.

- ▶ **Accountable:** responsible for something or having to answer for something
- ▶ **Distraction:** anything that gets in the way of your accomplishments or interrupts what you are doing
- ▶ **Downtime:** occasional periods when no tasks are scheduled
- ▶ **Goal setting:** the process of writing down objectives (personal or work-based) and planning to reach them
- ▶ **Prioritize:** order tasks that need to be done by importance and due dates
- ▶ **Procrastination:** putting things off that need to be done
- ▶ **Schedule:** a list or chart that shows when tasks must be completed
- ▶ **Time management:** organizing your own behavior to use your days and weeks efficiently
- ▶ **Timeline:** a chart that shows the chronological order in which things occur



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 2—Vocabulary Matchup** for assessment.

TIME

10 minutes

SKILLS TARGETED

Discussion, Group Work and Individual Recall

Activity 3—Do What Matters



DIRECTIONS FOR STUDENTS ***Priorities matter***

Getting a handle on where your time is going will not only help you have more time available but should also free you to do some things that you really “want to do” versus doing the things that you “have to do.” A side benefit is that you should feel less stressed and more in control of your own life. There are several strategies you can employ to help you recover minutes and maybe even hours out of your day.

First, examine where your time goes. Included with this lesson is a time-management log (**Handout 3—Time Management Log**) that you can take home and use hour by hour for an entire week. Keeping a record of what you are doing will help you locate any time-robbers or distractors in your day. For example, you may discover that you are spending hours and hours each day on social media but only sleeping a few hours every night.

Next, look at your goals and priorities. Make an action plan to reach your goals. Your action plan should include a check for progress and a reward system. To reach your goals, you may have to adjust the way you use your time. In the situation above, you may need to reduce your hours on social media so that you can sleep and work on other tasks.

Self-examination is not easy, but it is beneficial and critical if you wish to accomplish your goals.



DIRECTIONS FOR STUDENTS ***Part 1***

In small groups, brainstorm how managing time impacts your life. Make both a pro and a con list of what happens when a person has good time-management skills and what happens when a person has poor time-management skills. Write your ideas on notecards and be prepared to share with the class. There are no wrong answers in brainstorming.



Instructor Notes

Ideas might include: get more done, feel less stress, feel organized, be happier, add more free time to your life and feel more in control of your life. The students might list cons as the opposite of the pros they list.

TIME

5 minutes

SKILLS TARGETED

Discussion, Group Work and Critical Thinking



DIRECTIONS FOR STUDENTS ***Part 2***

In small groups, brainstorm a list of time distractors that rob your time. Write your ideas on notecards and be prepared to share with the class. There are no wrong answers in brainstorming.



Instructor Notes

Ideas might include: social media, drama, TV, music, noise, relationship problems, physical needs, illness, other people, lack of interest in what you are doing and non-focused. There is a prepared list of distractors and tips for managing your time in a take-home handout at the end of the lesson, **Handout 4—Time Wasters and Time Savers**.

TIME

5 minutes

SKILLS TARGETED

Discussion, Group Work and Critical Thinking

Activity 3—Do What Matters (cont.)



DIRECTIONS FOR STUDENTS **Part 3**

In small groups, brainstorm a list of tools and strategies to help you with time management. Write your ideas on notecards and be prepared to share with the class. There are no wrong answers in brainstorming.



DIRECTIONS FOR STUDENTS **Part 4**

Using **Handout 5—My Goal Worksheet**, think about a goal that you have. It might be a long-term goal or a short-term goal. Respond to the questions by writing your goal in S.M.A.R.T. terms: specific, measurable, attainable/achievable, realistic/relevant and time-based. As you write your S.M.A.R.T. goal, consider your action plan, resources and skills, progress checkpoints, timeframe and reward system for making progress. If you want or need additional copies of the worksheet, just ask. In small groups discuss your goals and action plans. Also talk about some viable rewards that you could treat yourself with along the way. Remember there are no wrong answers in brainstorming. Be prepared to share with the class.



Instructor Notes

Ideas might include: have a planner, keep a “To Do” list, check your list daily, rank your task according to priority level, set time boundaries, shut down distractions, reward yourself, give yourself breaks and learn to say “No.”

Draw a large clock on the flip chart and have the groups tape the strategy cards around the face of the clock. There is a prepared list of distractors and tips for managing your time in a take-home handout at the end of the lesson, **Handout 4—Time Wasters and Time Savers**.

TIME
7 minutes

SKILLS TARGETED
Discussion, Group Work and Critical Thinking



Instructor Notes

You may need to help the students feel comfortable sharing goals. Use **Handout 5—My Goal Worksheet**.

TIME
15 minutes

SKILLS TARGETED
Discussion, Critical Thinking, Collaboration and Analysis

Activity 4—Wrap-Up



DIRECTIONS FOR STUDENTS *Waste not*

There are two take-home activities with this lesson: **Handout 3—Time-Management Log** and **Handout 5—My Goal Worksheet**. Take these home and put them to good use. If you need additional resources, all types of information are available online. Clearly, you really cannot manage time but you can manage what you do with the 24 hours that you are given each day. Learning to use time-management tools and eliminate distractions helps you become a successful time pilot because time really does fly. There is one last video. As you watch, think about what time really means to you.

"If you don't have time to do it right, when will you have time to do it over?" - JOHN WOODEN



Instructor Notes

Refer back to the Essential Questions at the beginning of the module and confirm that students have learned skills in time management and in using time-management skills to set goals.

Play the short video clip and wrap up with closing comments.

<https://youtu.be/Ue8RSDMZVOQ>

TIME

10 minutes

SKILLS TARGETED

Discussion and Critical Thinking



HANDOUT 1

- Common Behaviors-What Do I Do Well?

Time Management

ACTIVITY 1

DIRECTIONS:

Rank each behavior from 1-5 (5 is the most frequent or most important). One column is frequency and the other is importance. Does your frequency level match your level of importance? If so, you are doing a good job in setting priorities and time management. You could add other categories to this chart that might be directly related to your life.

IMPORTANCE RATING 1-5 (5 IS MOST)	COMMON BEHAVIORS	FREQUENCY RATING 1-5 (5 IS MOST)
	I take care of myself by exercising, eating right and getting enough rest.	
	I use a to-do list daily.	
	I have a planner or calendar that I use daily.	
	I rank items on my workload by priority level.	
	I ask for help when I need it.	
	I feel that I have enough free time to spend with family and friends.	
	I do the most important and pressing things first, even if they are difficult.	
	I break large and difficult tasks into smaller segments.	
	I plan ahead for big tasks and large jobs.	
	I know my daily energy levels and plan my day around my energy.	
	I reward myself for getting things done and staying on schedule.	
	I plan time in my schedule for interruptions.	
	I feel like I have time to relax in the evening or on weekends.	
	I can set limits by saying "no" if I have to.	
	I have at least three clearly established personal goals and professional goals.	
	I don't let social media interfere with my work and daily life.	
	At the end of the day, most of my to-do list has been done.	

Source: International Business School



HANDOUT 2

- Vocabulary Matchup

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

accountable

distractions

downtime

goal setting

prioritize

procrastination

schedule

time management

timeline

VOCABULARY DEFINITIONS

- ▶ Responsible for something or having to answer for something _____
- ▶ The process of writing down objectives (personal or work-based) and a plan to reach them _____
- ▶ Order tasks that need to be done by importance and due dates _____
- ▶ Organizing your own behavior to use your days and weeks efficiently _____
- ▶ Anything that gets in the way of your accomplishments or interrupts what you are doing _____
- ▶ A chart that shows the chronological order in which things should occur _____
- ▶ Putting things off that need to be done _____
- ▶ Occasional periods when no tasks are scheduled _____
- ▶ A list or chart that shows when tasks must be completed _____



HANDOUT 3

– Time Management Log

Time Management

ACTIVITY 3

DIRECTIONS

Keep track of everything you do every day for one week. This will help you see where you are losing time. Use this hour-by-hour sheet to record what you do for 24 hours for the entire week.

	<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
6:00 am							
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 pm							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							
10:00 pm							
11:00 pm							
12:00 am							
1:00 am							
2:00 am							
3:00 am							
4:00 am							
5:00 am							

Source: International Business School



HANDOUT 4

– Time Wasters and Time Savers

Time Management

ACTIVITY 3

TIME WASTERS AND TIME SAVERS	STRATEGIES
Social media/gaming	Give yourself daily limits.
Playing on the computer	Give yourself daily limits.
Drama	Walk away. Learn to use conflict resolution skills.
Games and apps	Give yourself daily limits.
Selfies	Give yourself daily limits.
Watching TV marathons	Set a daily or weekly limit on TV time.
Watching movie marathons	Set a daily or weekly limit on movie time.
Shopping	Make a list and plan one big trip, not several small ones.
Online shopping	Lock up your credit/debit cards. Set limits.
Running errands	Group your errands and run them all at once.
Dead-end relationships	Evaluate your personal needs and goals.
Procrastination	Set daily goals. Make a list and check items off.
Waiting in lines	Figure out the best times to avoid lines.
Complaining	Journal your thoughts. Learn to use coping skills.
Not making decisions	Set goals and use a decision-making process.
Arguing	Walk away. Learn to use communication skills.
Commuting	Ride share. Listen to a book. Move closer to work.
Obsessing/worrying	Journal your thoughts and learn to use coping skills.
YouTube	Give yourself daily limits.
Primping/grooming	Give yourself a time limit.
Sleeping (too much)	Set a standard bedtime and hour to get up, with an alarm.
Doing NOTHING	Make a daily list and hold yourself accountable.
Gossiping	Walk away. Learn to use conflict management skills.
Not planning	Get a planner. Set goals. Become accountable.
Texting	Give yourself daily limits.
Failing to organize	Learn to use organizational skills.
Worrying	Journal your thoughts and learn to use coping skills.

Source: International Business School



HANDOUT 5

– My Goal Worksheet

Time Management

ACTIVITY 3

Use this worksheet to fill out a goal of your own.

Date: _____

GOAL (Specific, Measurable, Attainable/Achievable, Relevant/Realistic, Time-Based)

Estimated Time to Complete: _____

It is important that I achieve this goal because:

Steps I need to take to achieve my goal:

The skills and knowledge that I need to be successful:

How will I know if I am successful? What are my checkpoints?

Quotes and inspiration:

My reward:



Budgeting and Money Management

Managing Your Money—Plan, Save, Succeed—Learning About Budgets

So you've got a job. Now what do you do with your paycheck?

LESSON OUTLINE

BACKGROUND	105
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LESSON

INTRODUCTION	107
discussion 5 minutes	

ACTIVITY 1 — Key Terms	108
ideas for teaching vocabulary 10 minutes	

ACTIVITY 2 — Budget Busters	109
discussion and sharing 10 minutes	

ACTIVITY 3 — Where Did My Money Go?	109
discussion and sharing 15 minutes	

ACTIVITY 4 — Budget How-To	110
group work, brainstorming and sharing 30 minutes	

ACTIVITY 5 — Wrap-Up	111
discussion 5 minutes	

HANDOUTS

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HANDOUT 3 — Spending Tracker	114
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HANDOUT 4 — Sample Budget Exercise—A	115
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HANDOUT 5 — Sample Budget Exercise—B	116
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HANDOUT 6 — My Budgeting Worksheet	117
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BACKGROUND

This lesson helps learners gain an understanding of the importance of money management and budgeting in terms of financial freedom, financial success and overall goal achievement. Having a working knowledge and appreciation of basic money principles helps ensure that learners will develop proficiencies necessary to applying smart fiscal decision-making strategies in their daily lives. The content information, vocabulary and activities included provide a fundamental framework for students to apply budgeting and financial planning in their own lives.

Essential Questions

- ▶ How can I manage my money wisely?
- ▶ What is a budget and why do I need one?
- ▶ How can I learn about banks and financial institutions and the services they offer?
- ▶ What does a budget have to do with my overall life goals?
- ▶ Does having a budget mean that I will have to become a penny pincher?
- ▶ What if I am spending too much money; how can a budget help me with that?

Concepts and Learning Objectives

Learners will

- ▶ gain an understanding of how a budget is created and how it can support good financial decision-making
- ▶ become familiar with vocabulary terms associated with budgeting and money management
- ▶ gain an understanding of the role that a savings account plays in financial planning
- ▶ identify the steps to take to prepare a budget
- ▶ explain how to keep records effectively
- ▶ describe strategies that can help a person stay within their budget
- ▶ identify common ways to save money
- ▶ list sources for financial help

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning
- ▶ Literacy development

Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Tape
- ▶ Flip chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens

SOMETHING TO THINK ABOUT

"A budget is telling your money where to go instead of wondering where it went." – DAVE RAMSEY

"We must consult our means rather than our wishes." – GEORGE WASHINGTON

Useful Internet Sites

<http://www.jumpstart.org/home.html>

<https://www.thebalance.com/budgeting-101-1289589>

<http://www.daveramsey.com/blog/the-truth-about-budgeting>

<http://www.moneyinstructor.com/>

<https://youtu.be/dH-8yrzd8yc>

<https://youtu.be/8jkri0AeZWQ>

<https://youtu.be/IdUKhgW1g0o>

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students (make extra copies of Handout 3—Spending Tracker, and Handout 4—Sample Budget Exercise-A, and Handout 6 —My Budgeting Worksheet for students to take home).
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

60 to 70 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS

Budgeting and money management

Learning to handle your finances can be one of the most difficult things that you will ever do. Your wants sometimes get in the way of your needs and you can end up spending way more money than you have. Without self-control, discipline and financial planning, money issues can turn into a trainwreck. Credit cards offer a fast and convenient way to make purchases, but they come with a high cost if not paid off quickly. Buying now and paying later can spiral personal finances out of control. Establishing a spending plan is a critical step for anyone, no matter what their income. Being able to pay your bills on time will help you establish a good credit history and, in the long run, help you be able to purchase such things as cars or homes. Financial responsibility will also help you prepare and save for the future. Living within your means, understanding money and developing long-range financial goals are some of the most important life skills that you will ever learn.



Instructor Notes

Introduce the topic by playing a video clip about the importance of budgeting. This video is about two teenagers with different views on money; the clip is from the UK, and the term "university" is used like we use "college."

<https://www.youtube.com/watch?v=dH-8yrzd8ycness>

TIME

5 minutes

SKILLS TARGETED

Discussion

Activity 1—Key Terms



DIRECTIONS FOR STUDENTS **Money talks**

Becoming familiar with terminology and vocabulary relating to money management will help you begin to understand and apply concepts essential to financial security and financial success.

- ▶ Balance: the amount of money in your account
- ▶ Bounced check: a check was written, but there was not enough money in the account to cover
- ▶ Budget: a plan for spending and saving money based on your income and expenses
- ▶ Checking account: a bank account from which you normally spend money
- ▶ Credit: money you can use now and must pay back later
- ▶ Debit card: plastic card connected to a bank account to withdraw money from ATMs or pay for items; used instead of paper checks
- ▶ Debt: the state of owing money
- ▶ Deposit: money you put into your account
- ▶ Financial planning: developing a strategy to meet present and long-term financial needs
- ▶ Financial responsibility: accountability in money/financial matters
- ▶ Fixed expenses: costs that are set and the same each month; rent, car payment, insurance, etc.
- ▶ Flexible expenses: costs that vary each month, such as cost of food and entertainment
- ▶ Gross income: total income before deductions
- ▶ Interest: the amount of money that is paid for the use of another's money
- ▶ Net income: total income after deductions
- ▶ Overdraft: spending more money than you have in your account

- ▶ Record keeping: organizing and maintaining important information about your income and spending
- ▶ Savings account: a bank account that you might use to save money
- ▶ Withdrawal: money that you take from your account



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 1—Vocabulary Matchup** for assessment.

TIME
10 minutes

SKILLS TARGETED
Discussion, Group Work and Individual Recall

Activity 2—Budget Busters



DIRECTIONS FOR STUDENTS *Control the flow*

Now that you have a paycheck, you probably have a lot of fun things planned for your money. Understanding where your money goes helps you get a handle on what you have available to spend and plan for your financial future by establishing a savings plan. **Handout 2—Budget Busters** will help you determine if you already have a spending plan in place or at least partially in place.



Instructor Notes

Handout 2—Budget Busters is located at the end of the lesson. Print copies for the students to complete in class. This is a good time to reinforce vocabulary terms. Discuss the questions with the group, and wrap up by summarizing the discussion highlights and responses. The students should total their responses. You can name a winner if you like.

TIME
10 minutes

SKILLS TARGETED
Discussion, Critical Thinking and Reasoning

"It comes down to this: either you control money or it controls you. To control money, you must manage it." – UNKNOWN

Activity 3—Where Did My Money Go?



DIRECTIONS FOR STUDENTS *Keeping track*

The first step in establishing a spending plan is to examine where your money actually goes. You may be very surprised about just how much money you are spending on coffee or gas or clothing. **Handout 3—Spending Tracker** will help you see exactly where your money is going.



Instructor Notes

Introduce the topic by playing a video clip about the importance of tracking your expenses. This video is an introduction to spending.

<https://www.youtube.com/watch?v=fiF6eATKF6Y>

TIME
5 minutes

After the video clip, pass out **Handout 3—Spending Tracker**. It is located at the end of the lesson. Print copies for the students to take home and use in preparing a personal budget. Each person may want more than one copy. Discuss the categories and some examples with the students. Wrap up by summarizing the purpose of tracking your spending and some possible conclusions that might be made at the end of the week—including the asking of such hard questions as how you can reduce your spending. Also, is your spending reflective of your wants or your needs?

TIME
10 minutes

SKILLS TARGETED
Discussion, Critical Thinking and Reasoning

Activity 4—Budget How-To



DIRECTIONS FOR STUDENTS *Budgets 101*

A budget is a plan for managing income and expenses. It neither requires complicated math nor does it force you to become a penny-pincher. It does, however, help you to see where your money is going. A budget serves as a record and can be a big help to you when computing your taxes. Learning how to develop and stick to a budget can strengthen family communication, as well as ensure that everyone is on the same page when it comes to finances. Working together, family members can be accountable to each other in regard to setting a spending plan, committing to a spending plan and evaluating a spending plan. Being responsible in money matters can go a long way in promoting marriage and family harmony.

STEP 1: EVALUATE

The first step in budgeting is to evaluate your present and future goals. What do you need and want now, in the next year or the next 10 years? If you are married, you may find that your priorities differ from those of your spouse. You may have to make some compromises.

Experts recommend that people budget their money as follows:

- ▶ Housing: 25 to 35%
- ▶ Insurance (including health, medical, auto and life): 10 to 20%
- ▶ Food: 10 to 15%
- ▶ Transportation: 10 to 15%
- ▶ Utilities: 5 to 10%
- ▶ Savings: 10 to 15%
- ▶ Fun (entertainment and recreation): 5 to 10%
- ▶ Clothing: 5%
- ▶ Personal: 5 to 10%

STEP 2: CALCULATE

Determine your monthly net income or take-home pay. Gross income is your salary or wages before federal taxes, state taxes, Social Security, insurance, Medicare, etc., are deducted.

STEP 3: PLAN

Decide how to handle your money. There are several methods, depending on whether you are married or single.

- A. **JOINT BANK ACCOUNT:** Money is available to either person.
- B. **SEPARATE ACCOUNTS:** Each person has their own account.
- C. **SAVINGS ACCOUNT:** This deposit account pays interest but cannot be used directly as money.
- D. **ENVELOPE METHOD:** In this method, several envelopes represent the budget categories. Each month a certain amount of money is placed in the assigned envelope. One problem is that people sometimes tend to borrow money from other envelopes if they run out of money in one category. Because cash is kept in the envelopes, this could create an unsafe situation. This method may have to be used by persons who cannot control the use of their debit card or the number of checks they write.

STEP 4: ESTABLISH

Determine your expenses. Expenses may be either fixed or flexible. Fixed expenses are those expenses that usually do not vary in amount and must be paid on a regular basis. Mortgage or rent payments are examples of fixed expenses. Flexible expenses vary from week to week or month to month. Examples of flexible expenses include clothing and food costs.

STEP 5: ADJUST

If your expenses are greater than your income, you may need to make some adjustments in your priorities. Another alternative is for a person to increase their income. Some expenses may need to be eliminated.

STEP 6: IMPLEMENT

A budget is not useful if you do not use it. Once you have balanced your budget on paper, you can use the figures as guidelines for your spending. Budgeting is an ongoing process that must be revised and updated often.

Activity 4—Cont.



Instructor Notes

In small groups, brainstorm what you think expenses for a month might cost. Pretend that you and a roommate share a two-bedroom apartment. Estimate your expenditures for the month and write them down on an index card. Be prepared to share your group ideas with the class.

If additional time is available, Handouts 4 and 5 can be used for further discussion. Students can use the net salaries to determine monthly income and compare that with expenses. Discuss how expenses could be reduced to increase savings and achieve financial goals.

TIME

15 minutes

Handout 6—My Budgeting Worksheet is located at the end of the lesson. Print copies off for the students to complete in class. **Handout 4 and Handout 5 —Sample Budget Exercises** are located at the end of the lesson for students to reference as they prepare their own budget. Discuss possible expenses and have the students work on their own by writing down personal expenses they typically have during a normal week using **Handout 6**. They may need some help thinking about how they usually spend their money. This handout is designed to generate discussion and comments on spending patterns. Wrap up by summarizing typical expenses the group may have. Expenses will vary based on the demographics of the audience.

TIME

15 minutes

SKILLS TARGETED

Discussion, Critical Thinking and Reasoning

"There are plenty of ways to get ahead. The first is so basic I'm embarrassed to say it: Spend less than you earn." – PAUL CLITHEROE

Activity 5—Wrap-Up



DIRECTIONS FOR STUDENTS

If you're not sure, ask!

Understanding money not only involves learning how to budget but also entails learning about banks and other financial institutions and the services they offer. Banks and credit unions can be very helpful with programs such as online budget tracking, online automatic bill pay and professionals who are willing to help you solve problems and establish a workable budget and savings plan. They can also be a great resource in helping you to understand credit and the responsibility that comes with having credit. Sometimes life throws curveballs and you may find yourself without a paycheck. If so, you may need the help of your bank and other consumer credit counseling organizations. There are places to go for help if you find yourself facing a serious financial challenge. Ignoring your problems will not solve them, so don't be afraid to ask for help if you need it. Learning all you can about money and paying close attention to your money is critical in reaching long-range financial plans. Remember: Budget is not a bad word!

For more information, check out **Where Does Your Money Go?**

<http://www.purdue.edu/wheredoesyourmoneygo/>



Instructor Notes

Refer back to the Essential Questions and confirm that students have learned skills in budgeting and money management.

TIME

5 minutes

SKILLS TARGETED

Discussion and Critical Thinking

Source: CTE Lesson Plans. (2011, July 10). Budgeting. Retrieved from Utah Education Network: <https://www.uen.org/lessonplan/view/28945>



HANDOUT 1

- Vocabulary Matchup

Budgeting and Money Management

ACTIVITY 1

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

balance	credit	financial planning	gross income	record keeping
bounced check	debit card	financial responsibility	interest	savings account
budget	debt	fixed expenses	net income	withdrawal
checking account	deposit	flexible expenses	overdraft	

VOCABULARY DEFINITIONS

- ▶ Costs that vary each month, such as cost of food and entertainment _____
- ▶ Money you put into your account _____
- ▶ The state of owing money _____
- ▶ A plan for spending and saving money based on your income and expenses _____
- ▶ Developing a strategy to meet present and long-term financial needs _____
- ▶ Money you can use now and must pay back later _____
- ▶ The amount of money in your account _____
- ▶ Organizing and maintaining important information about your income and spending _____
- ▶ Total income after deductions _____
- ▶ Accountability in money/financial matters _____
- ▶ Costs that are set and the same each month; rent, car payment, insurance, etc. _____
- ▶ Total income before deductions _____
- ▶ Money that you take from your account _____
- ▶ The amount of money that is paid for the use of another's money _____
- ▶ Plastic card connected to a bank account to withdraw money from ATMs or pay for items; used instead of paper checks _____
- ▶ Spending more money than you have in your account _____
- ▶ A bank account from which you normally spend money _____
- ▶ A bank account that you might use to save money _____
- ▶ A check was written, but there was not enough money in the account to cover _____



HANDOUT 2

- Budget Busters

Read through the 12 statements that follow and score your money behavior honestly. When you are finished, total up your final score. Be prepared to share with the class.

- ☐ Give yourself five points if you have a budget.
- ☐ Give yourself five points if you have your own checking account and/or a debit card.
- ☐ Deduct a point if you have ever bounced a check, had an overdraft or if your debit card was turned down.
- ☐ Deduct a point if you bought something this week without comparison shopping.
- ☐ Give yourself a point if you bought a store brand rather than a name brand this week.
- ☐ Give yourself five points if you have a savings account.
- ☐ Give yourself five points if you added any money to your savings account this month.
- ☐ Give yourself five points if you pay your own car insurance or part of it.
- ☐ Give yourself five points if you have a method of recording what you spend or if you regularly check your spending online.
- ☐ Deduct three points if you withdrew money from savings in the past month.
- ☐ Deduct five points if you borrowed money from someone this month.
- ☐ Deduct one point for every time you purchased fast food this week.

_____ Do the math – how do you add up?

Adapted from the Source: CTE Lesson Plans. (2011, July 10). Budgeting. Retrieved from Utah Education Network: <https://www.uen.org/lessonplan/view/28945>



Learning where your money is actually going is the first step in developing a workable budget. For one entire week, track your expenses by writing down EVERYTHING you purchase. At the end of the week, look over your list and add up the amount of money that you are spending in each category. Categories can include food, clothing, housing, utilities, transportation, education, health care, consumables, entertainment, savings and miscellaneous. Use as many sheets as necessary to evaluate your personal spending.

[illegible]



HANDOUT 4

- Sample Budget Exercise—A

Budgeting and Money Management

ACTIVITY 4

Developing a personal budget helps you control your spending. Examine this sample budget that is reflective of what someone making about \$15 per hour might be spending on monthly expenses. Think about your own spending habits and financial commitments as you look at the sample. What spending do you have in common? What might you cut out? What additional spending might you need to add to this budget? Does anything look unrealistic to you? Total up the amount budgeted each month.

Full-time Employee—40 hours per week

INCOME

Gross Salary: \$31,200 (\$15/hour)

Net Salary (After taxes & health benefits): \$27,572

MONTHLY EXPENSES
1. Savings—Pay Yourself First: \$50
2. Rent for Two-Bedroom Apartment: \$600
3. Phone: \$45
4. Gas/Electric: \$60
5. Car Payment: \$483 (Toyota Highlander—Cost: \$32,000. Loan: 7 years @ 7% interest)
6. Student Loans: \$280 *Average undergraduate debt in 2018 was \$25,000 and average monthly payment is \$280.
7. Car Insurance: \$75
8. Gasoline: \$80
9. Groceries: \$150
10. Eating Out: \$60
11. Internet/TV Streaming: \$60
12. Clothing: \$60
13. Recreation & Entertainment: \$120
14. Personal Expenses: \$60 (Dry cleaning, Haircuts, Cosmetics, etc.)
15. Bank Credit Card: \$25 (Balance: \$1,000. Interest: 11%) *Estimated time to pay off debt: 49 months (Paying minimum payment, with no further charges)
16. Furniture Store Credit Card (Big Screen TV.): \$50 (Balance: \$1,250. Interest: 21%) *Estimated time to pay off debt: 33 months (Paying minimum payment, with no further charges)
TOTAL AMOUNT SPENT:

Adapted from Utah CTE Lesson Plans

The average student debt is \$25,000. Monthly payment is \$280 (6.8% interest/10-year repayment plan). <http://www.cicmoney101.org/Articles/Budgeting-for-Student-Loan-Repayment.aspx>



HANDOUT 5

- Sample Budget Exercise—B

Budgeting and Money Management

ACTIVITY 4

Developing a personal budget helps you control your spending. Examine this sample budget that is reflective of what someone making about \$10 per hour might be spending on monthly expenses. Think about your own spending habits and financial commitments as you look at the sample. What spending do you have in common? What might you cut out? What additional spending might you need to add to this budget? Does anything look unrealistic to you? Total up the amount budgeted each month.

Full-time Employee—40 hours per week

INCOME

Gross Salary: \$20,800 (\$10/hour)

Net Salary (after taxes & health benefits): \$17,968

MONTHLY EXPENSES
1. Rent for One-Bedroom Apartment: \$500
2. Phone: \$45
3. Gas/Electric: \$50
4. Internet/TV/Streaming: \$50
5. Car Payment: \$277 (2014 Honda Civic—Cost \$14,000. Loan: 5 years @ 7% interest)
6. Car Insurance: \$55
7. Bank Credit Card: \$75 (Balance: \$1,900. Interest Rate: 15%) *Estimated time to pay off debt: 31 months (Paying minimum payment, with no further charges)
8. Gasoline: \$50
9. Personal Care (Haircuts, household items, cosmetics, magazines, etc.): \$75
10. Clothing Store Credit Card: \$40 (Balance \$800. Interest Rate: 21%) *Estimated time to pay off debt: 25 months (Paying minimum payment, with no further charges)
11. Groceries: \$125
12. Eating Out: \$45
13. Recreation & Entertainment: \$100
14. Savings—Pay Yourself First:
TOTAL AMOUNT SPENT:

Adapted from Utah CTE Lesson Plans

In 2018, the average company-provided health insurance policy totaled \$6,896 a year for single coverage. On average, employers paid 82 percent of the premium, or \$5,655 a year. Employees paid the remaining 18 percent, or \$1,241 a year. Nov 8, 2018 <https://www.peoplekeep.com/.../what-percent-of-health-insurance-is-paid-by-employers>

Employers and employees split the tax. For both of them, the current Social Security and Medicare tax rates are 6.2% and 1.45%, respectively. So each party pays 7.65% of their income, for a total FICA contribution of 15.3%. To calculate your FICA tax burden, you can multiply your gross pay by 7.65%. Mar 22, 2019 <https://smartasset.com/taxes/all-about-the-fica-tax>



HANDOUT 6

- My Budgeting Worksheet

Budgeting and Money Management

ACTIVITY 4

Directions

It's your turn to develop a personal budget of your own. Using your own expenses and income for each month, fill out the budget worksheet. Are you spending more than you are making? Are there any expenses that you can cut out? Are there any short-term expenses that you will be able to eliminate soon? Do you anticipate any large expenses coming up for which you have not budgeted? Are you surprised to see exactly how much money you are spending each month? Can you afford to put more money into your savings account each month?

MY EXPENSES (EACH MONTH)	AMOUNT SPENT
Fixed Expenses	
Rent/Mortgage	\$
Property Taxes/House Insurance	\$
Car Payment	\$
Car Insurance	\$
Mass Transit (bus, taxi, etc.)	\$
Other Loan Payments	\$
Credit Card Payment	\$
Health Insurance (if not provided by employer)	\$
Day Care	\$
Phone/TV/Streaming	\$
Flexible Expenses	
Savings	\$
Gas/Oil	\$
Electricity	\$
Water	\$
Food	\$
Transportation/Gas	\$
Car Maintenance	\$
Education	\$
Personal Expenses	\$
Discretionary Expenses	
Entertainment (tickets, music, video games, travel, etc.)	\$
Haircut, gifts, clothes, gym, etc.	\$
Other	\$
TOTAL EXPENSES	\$

MY INCOME (EACH MONTH)	AMOUNT
Wages from job (net income)	
Allowance	\$
Odd jobs (babysitting, mowing lawns, etc.)	\$
Child support	\$
Public assistance	\$
Interest/dividends	\$
Other	\$
	\$
	\$
	\$
	\$
	\$
TOTAL INCOME	\$
- TOTAL EXPENSES	\$
	\$



Dress for Success

What to Wear and How to Present Yourself During the Interview Process

You landed a job interview—now what?

LESSON OUTLINE

BACKGROUND	121
LESSON	
INTRODUCTION	123
discussion and video 5 minutes	
ACTIVITY 1 — Key Terms	123
ideas for teaching vocabulary 10 minutes	
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brainstorming and sharing 22 minutes	
ACTIVITY 3 — All Tied Up	125
group work 20 minutes	
ACTIVITY 4 — Wrap-Up	126
discussion and video 7 minutes	
HANDOUTS	
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HANDOUT 3 — What Not to Wear: Business Casual vs. Professional	130
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BACKGROUND

This lesson helps learners understand the importance of first impressions. Participants learn concepts and apply personal development skills in grooming, dress, attitude, presentation, and enthusiasm as part of the overall interview process. The information, vocabulary, and lesson activities provide a framework for learners to make connections between "looking the part" and "getting the part" when it comes to a successful job interview.

According to employment sources, the enthusiasm you display in a job interview can make the difference between getting the job and not getting the job. Some even say that attitude accounts for more than 40% of your rating! In a job interview, enthusiasm comes across as showing a genuine interest in the job.

Essential Questions

- ▶ What should I wear to my job interview?
- ▶ How do I know what is professional?
- ▶ What if I am interviewing for a manual labor job?
- ▶ Does it really matter what I wear?
- ▶ Shouldn't they like me for who I am?
- ▶ How can I be sure that I am making an overall good impression?

Concepts and Learning Objectives

Learners will

- ▶ become familiar with appropriate interview attire for specific jobs
- ▶ identify and list dos and don'ts for clothing choices to wear to interviews
- ▶ apply critical thinking skills to identify appropriate clothing for specific job interviews
- ▶ develop an understanding of the important role that attitude and enthusiasm play in the interview process
- ▶ understand the concept of "dressing the part"
- ▶ learn how to tie a tie and scarf

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ Men's neckties
- ▶ Scarves

SOMETHING TO THINK ABOUT

"First impressions matter. Experts say we size up new people in somewhere between 30 seconds and two minutes."

– ELLIOTT ABRAMS

Useful Internet Sites

https://www.youtube.com/watch?v=DM8Stzk_jxs

<http://www.monster.com/career-advice/article/Dress-for-Success>

<https://www.livecareer.com/quintessential/dress-for-success>

<https://www.businessinsider.com/interview-outfit-tips-what-not-to-wear-to-an-interview-2018-5>

<https://collegegrad.com/jobsearch/competitive-interview-prep/dressing-for-interview-success>

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.
- ▶ Connect with teachers on classroom needs, if you are a guest.
- ▶ OPTIONAL—If you have access to your audience in advance, arrange to have some of the students wear non-interview clothing to class that day (giving them examples of what not to wear). Funny clothing to help make a point will add realism to the lesson.

Time Requirement

60 to 70 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

"You never get a second chance to make a first impression." - UNKNOWN

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS *Dress for the job you want*

Congratulations! You got the job interview for which you had been hoping! So why are you having a panic attack over what to wear? Why are you stressed about your ability to make a good impression?

No need to worry. Just follow a few simple rules when selecting an outfit for your job interview. Career and job placement experts believe that your first impression can account for as much as 40 percent of your overall rating in the interview. Did you know that you begin to form opinions about someone the second you meet them? The good news is that you do have some control over the impact you make. Your clothing selection and your grooming will say a lot about you, so make it good. Studies show that being well-groomed and feeling good about how you look boosts your confidence. Having confidence creates enthusiasm and a positive attitude. The best advice about making a good impression is to go in with a positive attitude, be excited, interested and enthusiastic, and refrain from making negative comments.

Apply these simple skills and your interview experience should have a successful ending.

Retrieved from:

<http://www.monster.com/career-advice/article/Dress-for-Success>



Instructor Notes

Introduce the topic by playing a video clip from the film "The Devil Wears Prada."

https://www.youtube.com/watch?v=b2f2Kqt_KcE

TIME

5 minutes

SKILLS TARGETED

Discussion, Critical Thinking and Analysis

Activity 1—Key Terms



DIRECTIONS FOR STUDENTS *What's the dress code?*

Becoming familiar with terminology and vocabulary related to dressing for success helps you understand and apply concepts essential to developing the personal grooming and presentation skills necessary to succeed in a job interview and in the workplace after you are hired. Review these words and work in small groups to complete the vocabulary exercise.

- ▶ Appearance: the way someone or something looks
- ▶ Business casual: neat, clean and professional, but relaxed (interpretation varies)
- ▶ Classic: clothing style that has become a tradition
- ▶ Fad: a practice followed for a period of time (usually exaggerated)
- ▶ Formal wear: evening wear that is suitable for weddings and formal social events, such as proms
- ▶ Hygiene: grooming and cleanliness
- ▶ Job interview: a meeting between an employer and a job applicant to discuss possible employment
- ▶ Professional: courteous, conscientious and generally businesslike



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 1—Vocabulary Matchup** for assessment.

TIME

10 minutes

SKILLS TARGETED

Discussion, Group Work and Individual Recall

Activity 2—Wear This, Not That



DIRECTIONS FOR STUDENTS **Part 1**

Because all interviews are formal situations, a clean, neat and professional appearance is important in making a good first impression. You want an interviewer to focus on you and your skills, not your clothes. A good rule-of-thumb is to dress as you wish to be seen: professional, successful and ready to represent the organization. When you feel good about how you look, you convey confidence. Nonverbal messages are just as important as the verbal skills you use in selling yourself.

To reduce your stress, have an outfit ready to go just in case you get called up for a last-minute interview. Appearances do matter, especially in making a good first impression.

DRESS THE PART

The rule for all situations: Be neat and clean. Beyond that,

- ▶ Your clothes should be cleaned, pressed, stain-free and free of holes and worn spots.
- ▶ Your hair should be clean and styled.
- ▶ Your fingernails should also be clean and trimmed.
- ▶ Keep makeup use to a minimum and your use of perfume or cologne moderate or nonexistent.
- ▶ Your shoes should be clean and polished.

Employers can use your appearance to judge your ability to follow through on tasks and assignments. Believe it or not, polished shoes and clean fingernails tell a lot about your potential effort and attention to detail in job-related duties.

Not all workplaces require employees to wear business suits. Jobs not requiring suits include: factory assembly work, fast food restaurants, building maintenance, retail positions, farming and construction work. Some positions may require you to wear a uniform. Professional job coaches often recommend that you report to an interview prepared to do the job that you interview for. But most would also say that, when in doubt, it is better to overdress than underdress. If you are unsure about what to wear, wear a "business casual" outfit.

In small groups, brainstorm a list of dos and don'ts for what to wear for a job interview. Because not every job requires a suit and tie, brainstorm ideas for interview attire for three kinds of jobs: professional, manual labor and fast food. Write your ideas down on notecards and be prepared to share with the class. There are no wrong answers in brainstorming.



Instructor Notes

Ideas will vary based on the age, background, and experience level of the students. If the students struggle with job types in each category, be prepared to prompt them. Example: professional—banker, lawyer, doctor; manual labor—farmer, construction worker, electrician; fast food, etc.

TIME

7 minutes

SKILLS TARGETED

Discussion, Group Work, Critical Thinking and Analysis

"Clothes make the man. Naked people have little or no influence in society." – MARK TWAIN

Activity 2—Cont.



DIRECTIONS FOR STUDENTS **Part 2**

In small groups, discuss **Handout 2—What Not to Wear**. On notecards, write comments about whether or not particular outfits in the photos are suitable for interviews and, if so, what kinds of interviews. Be prepared to share with the class. Remember, there are no wrong answers in brainstorming. Take home **Handout 3—What Not to Wear: Business Casual Versus Professional** for reference.

Handout 3 and Handout 4—Tips for Interview Wear are take-home handouts with suggestions about clothing, makeup, jewelry, etc., to wear to job interviews.



Instructor Notes

Ideas will vary based on the age, background and experience level of the students. These pictures might work well projected onto a large screen.

Briefly review the suggestions with the students. Their comments and discussion will vary based on their age, background and experiences. Piercings and tattoos are big questions for some, and the best advice is to cover up tattoos and limit piercings to two per ear. Other piercings should be removed. Job applicants can ask questions about the organization's dress-code policies during the interview.

TIME
15 minutes

SKILLS TARGETED
Discussion, Group Work, Critical Thinking and Analysis

Activity 3—All Tied Up



DIRECTIONS FOR STUDENTS **Part 1**

How many of you know how to tie a tie? It's a skill that you should know. Whether it's for a job interview or formal event, you will most likely need to tie a tie at some point in your life. You can buy clip-on ties, but there really is no need. Tying a tie is simple, if you follow these directions.



Instructor Notes

Introduce the topic by playing video clip showing how to tie a tie. Participants can practice tying a tie. Have a few available to pass around.

<https://youtu.be/T0NPYZyl7V8>

TIME
15 minutes

SKILLS TARGETED
Group Work and Application



DIRECTIONS FOR STUDENTS **Part 2**

How many of you know how to tie a scarf? Scarves can add variety and fashion to a basic wardrobe. There are several different ways to tie and wear scarves. The following video clip explains a few of those.



Instructor Notes

Introduce the topic by playing a video clip showing how to tie a scarf. Participants can practice tying a scarf. Have a few available to pass around.

<https://youtu.be/o7-npDsTb1o>

TIME
5 minutes

SKILLS TARGETED
Group Work and Application

Activity 4—Wrap-Up



DIRECTIONS FOR STUDENTS *Making a good impression*

Interviewing for a job is not easy, but knowing what to wear will help alleviate some stress. Dressing for success is simple once you know a few basic rules. Key words to remember when selecting clothing are: simple, professional, clean, neat and well-groomed. Not every interview will require a suit and tie, but you should always be clean and neat. You can find more information about how to dress for interview success by searching online and asking professionals in the field. Be prepared and enjoy your interview experience.

Just for fun, here is a list of the strangest outfits ever worn to job interviews. This comes from “Office Team Survey,” United States and Canada.

STRANGEST INTERVIEW OUTFITS HUMAN RESOURCES MANAGERS HAVE HEARD OF OR SEEN

- ▶ A blanket worn as a shawl
- ▶ A skirt made out of plastic
- ▶ Jeans with suspenders
- ▶ Spandex
- ▶ A cat suit
- ▶ A crazy hat
- ▶ A sequined top
- ▶ A tie-dye T-shirt from the 1980s
- ▶ A sweatshirt and sweatpants
- ▶ Pajamas with slippers
- ▶ A swimsuit and cover-up
- ▶ The uniform from a former employer

Source: OfficeTeam survey of 674 human resources managers at companies with 20 or more employees in the United States and Canada



Instructor Notes

Refer back to the Essential Questions at the beginning of the module and confirm that students have learned skills in dressing and grooming for a job interview. Confirm that learners have an understanding of the importance of first impressions.

Play the short video clips and wrap up with closing comments.

<https://www.youtube.com/watch?v=yll371c2HSU>

<https://www.youtube.com/watch?v=YzqFqzpUm6M>

TIME

7 minutes

SKILLS

Discussion and Critical Thinking



HANDOUT 1

- Vocabulary Matchup

Dress for Success

ACTIVITY 1

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

appearance
business casual

classic
fad

formal wear
hygiene

job interview
professional

VOCABULARY DEFINITIONS

- ▶ Grooming and cleanliness _____
- ▶ Clothing style that has become a tradition _____
- ▶ Evening wear that is suitable for weddings and formal social events, such as proms _____
- ▶ A practice followed for a period of time (usually exaggerated) _____
- ▶ The way someone or something looks _____
- ▶ Courteous, conscientious and generally businesslike _____
- ▶ A meeting between an employer and a job applicant to discuss possible employment _____
- ▶ Clothing that is neat, clean and professional, but relaxed (interpretation varies) _____



HANDOUT 2

- What Not to Wear

Work in small groups to determine which of these outfits is appropriate for a job interview. Remember that not every job requires a suit and tie. On notecards, write down if the outfit is appropriate, why it might be appropriate and for what kind of job. Be prepared to discuss with the class. You can turn the photos into flashcards and pass them around for discussion.





HANDOUT 2

- What Not to Wear

Dress for Success

ACTIVITY 2

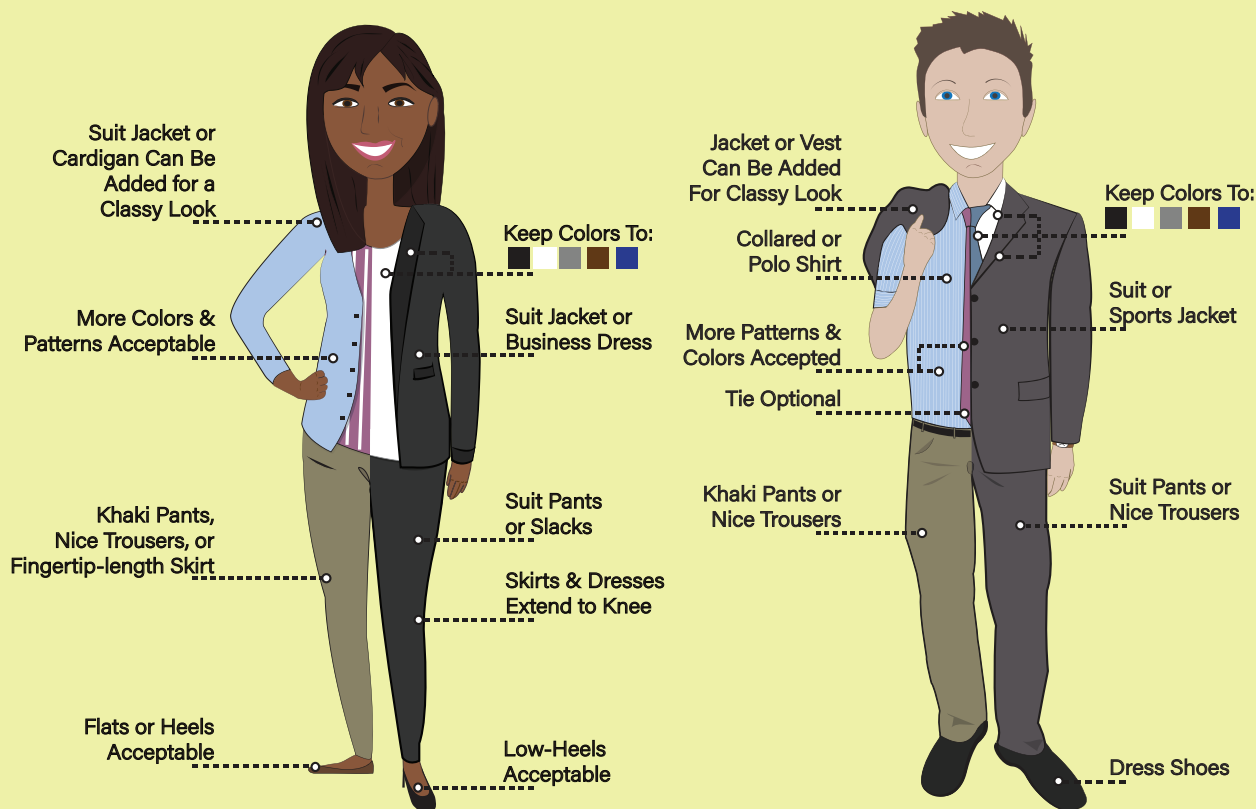


Photos courtesy of Office Team Staff.



Business Casual vs. Professional

Have an interview or professional event coming up? Learn how to decode dress code.



Tips for Success in Any Business Situation



- 1 When in doubt, dress conservatively.
- 2 A suit (suit & tie for males) will suffice in most situations.
- 3 Make sure your outfit is wrinkle-free.
- 4 Stick with solid colors and tighter-woven fabrics or simple patterns.
- 5 Accessories should be kept simple: basic pumps, modest jewelry, light makeup & light perfume.
- 6 Wear a belt and a watch.
- 7 Be sure your hair is neatly trimmed or groomed. Avoid the "messy" look.
- 8 Shirts with lettering or graphics should not be worn.
- 9 Check your outfit for missing buttons, lint, or a crooked tie.
- 10 A skirt should be no shorter than the tips of your middle fingers (or just above the knee for good measure).

Purdue Center for Career Opportunities (cco.purdue.edu)



HANDOUT 4

- Tips for Interview Wear

Absolutely never wear:

- ▶ Shorts
- ▶ Tank tops or crop tops that show midriff
- ▶ Flip flops, sandals or tennis shoes
- ▶ Trendy or loud clothing
- ▶ Very short, tight or low-cut clothing
- ▶ Hats
- ▶ Formal wear
- ▶ Sweatshirts
- ▶ Flannel shirts (unless you are interviewing for a lumberjack position)
- ▶ Graphic T-shirts
- ▶ Openly visible tattoos (cover tattoos)

Under special circumstances you could wear:

Nice, newer jeans—maybe for an interview for farm or construction work. Still, tuck in your shirt, wear a belt and wear clean and polished work shoes or boots. A nice button-down, solid-color, long-sleeved shirt would be best with this look.

Artistic and creative clothing—maybe an interview for a job in creative design or fashion where you are wearing something that you actually designed and made and your outfit is part of your portfolio statement.

BUSINESS CASUAL

Long-sleeved shirt, solid-color or small stripe; coordinating tie; dress pants or khakis; socks to match pants; shoes or boots that coordinate with the look.

OR:

Nice dress, skirt and top or slacks and top. This is more of a "separates" look where the pieces go together—not a formal suit. Wear coordinating shoes or boots.

BUSINESS FORMAL

Two-piece gray, black or navy suit; a long-sleeved, white-collared shirt; clean, polished and dark-colored conservative dress shoes in good condition. Socks should match the shoes and pants, and pants should cover the ankle when sitting.

OR:

Two-piece gray, black or navy suit; a long-sleeved, coordinating blouse or camisole; clean, polished and dark-colored conservative dress shoes in good condition. The hemline should be just above the knee, and you should be able to sit comfortably. Heels should be closed-toed and no higher than 1 ½ inches.

JEWELRY

Jewelry should be conservative and simple. Keep away from the bling and large pieces. If you have several piercings, you should remove them except for the ears, and limit the earrings to two per ear maximum. Moderation should be the theme for your jewelry.

TATTOOS AND PIERCINGS

As a general rule of thumb, tattoos should be hidden. If you have facial, neck or hand tattoos that you cannot hide, still be neat, clean and professional in your appearance. Piercings should be limited to your ears only and only two per ear at the maximum. If you have more piercings, then take the jewelry out before the interview. If you are concerned about your tattoos and piercings, it is appropriate to ask about the organization's rules during your interview. Some businesses and organizations have strict policies against body ink and piercings based on the image and culture they want to convey. Piercings are also often a safety issue in many work environments.

GROOMING IN GENERAL

The one simple rule for grooming is to be clean and neat. Do not wear strong perfume or cologne, and don't forget to use deodorant. Fingernails should be well groomed. If you wear polish, keep it basic-clear or French-tip style. The nail length should be short. If you have a beard, make sure it is trimmed and well groomed. Facial hair is often not permitted in food establishments or may need to be covered if it is permitted. Feel free to ask specific questions about grooming during the interview.

WHAT TO TAKE WITH YOU

You can carry a small purse or bag. You should have extra copies of your résumé and references in a portfolio-type binder. You may be asked for identification, so have it available. Have a notepad and ink pens to take notes. Keep your cell phone tucked away and turned off.

PREPARATION

- ▶ Get a good night's sleep.
- ▶ Know where you are going.
- ▶ Take a bath or shower.
- ▶ Brush your teeth and have mints available if necessary.
- ▶ Do not chew gum.
- ▶ Avoid smoking before going in for the interview.
- ▶ Have hand sanitizer, in case your hands get clammy.

WHERE TO GET CLOTHING

- ▶ Department stores
- ▶ Used clothing stores: second-hand stores, Goodwill, Salvation Army, etc.
- ▶ Borrow from family and friends



Résumés and Cover Letters

Telling My Story

How can you write the best story ever about you?

LESSON OUTLINE

BACKGROUND	135
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LESSON

INTRODUCTION	137
discussion and video 10 minutes	
ACTIVITY 1 — Key Terms	138
ideas for teaching vocabulary 10 minutes	
ACTIVITY 2 — Résumé Puzzle Pieces—Putting Together Your Best Story	139
brainstorming and sharing 23 minutes	
ACTIVITY 3 — Résumé Highlights and Practice	140
discussion and worksheet 15 minutes	
ACTIVITY 4 — Cover Letters and Tips About Applying Online	141
discussion and sharing 10 minutes	
ACTIVITY 5 — Wrap-Up	142
discussion and video 5 minutes	

HANDOUTS

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BACKGROUND

This lesson helps learners understand the importance of preparing and maintaining an accurate, clear and functional résumé and cover letter as a step toward reaching employment and career goals. In today's workplace, it is projected that people will change jobs and even careers several times throughout their work lives. The content, vocabulary and activities presented in this lesson will help learners develop and apply résumé-writing skills they can use in career planning and job searches.

Essential Questions

- ▶ What is a résumé?
- ▶ What information is included in a résumé?
- ▶ Why do I need a résumé?
- ▶ What can I do to make myself look good in a résumé?
- ▶ How do I know what to highlight in a résumé?
- ▶ What information should I put in a cover letter?

Concepts and Learning Objectives

Learners will

- ▶ identify components necessary for constructing a résumé
- ▶ apply writing skills and content knowledge to construct a personal résumé
- ▶ use critical thinking skills and identify appropriate use of personal social media accounts as part of a job search
- ▶ understand vocabulary and terminology associated with résumé writing
- ▶ identify components necessary for constructing a cover letter

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ Tape
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Hershey's Kisses
- ▶ Printed handouts
- ▶ Markers
- ▶ Chocolate chips
- ▶ Pencils and pens
- ▶ Envelopes with résumés cut up to piece together

SOMETHING TO THINK ABOUT

"When résumés come in, especially in this market, hiring managers aren't looking to find someone...they are looking to disqualify someone. Errors and hype do that." – BRENDA GREENE

"Your résumé says a lot about you. It determines whether you will be called in for an interview or not." – UNKNOWN

Useful Internet Sites

http://www.huffingtonpost.com/entry/the-secret-to-resume-success_us_577c0c95e4b00a3ae4ce6a6a

<http://www.monster.com/career-advice/article/Avoid-the-Top-10-Resume-Mistakes>

<http://www.businessinsider.com/the-new-rules-of-the-modern-cover-letter-2013-10>

<https://www.resume-now.com/>

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Find sample résumés, make copies and put in envelopes—**Activity 2—Résumé Puzzle Pieces: Putting Together Your Best Story.**
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

60 to 75 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS ***Writing about yourself***

Your résumé tells the story of you. It is your introduction to a future employer—either earning you a chance for a personal interview or not. Human resource managers initially look at a résumé for less than one minute. Having a résumé that stands out is important in searching for a job. Learning how to incorporate keywords and phrases that capture the reader's attention and showcase your skills can help put your résumé at the top of the stack.

There are really only a few guidelines to follow in résumé writing, but they are extremely important. As explained in the following video, résumés have to stand out for a candidate to make the interview list.



Instructor Notes

The instructor introduces the topic by playing a video clip from a human resource manager.

<https://youtu.be/uLRTVnlsA4g>

TIME

10 minutes

SKILLS TARGETED

Discussion and Critical Thinking

Activity 1—Key Terms



DIRECTIONS FOR STUDENTS *Talk the talk*

Becoming familiar with vocabulary related to résumés and cover letters will help you begin to understand and apply concepts essential to developing necessary skills for writing a professional résumé.

- ▶ Career objectives: a person's motives and goals for a job
- ▶ Chronological résumé: document listing work-related accomplishments and arranged by job title in reverse chronological order
- ▶ Cover letter: a written and signed document addressed to a potential employer and signed by the writer that is sent in addition to, and explains the contents of, another document (an introduction to a résumé)
- ▶ Credentials: the qualifications, achievements, personal qualities or other aspects of a person's background
- ▶ Functional résumé: document listing work-related accomplishments that focuses on skills and experiences
- ▶ Qualifications: an accomplishment or quality that makes someone suitable for a particular job
- ▶ Reference: someone who can comment on your personal character, work history or work experience
- ▶ Relevant: closely connected to the matter at hand
- ▶ Résumé: a short, written history of a person's education, work experience and other qualifications for employment
- ▶ Specialized skills: specific abilities an individual has pertaining to a job qualification
- ▶ Targeted résumé: document listing work-related accomplishments and geared toward a specific job
- ▶ Work experience: a person's past history and background gained while working in a specific field or occupation



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 1—Vocabulary Matchup** for assessment.

TIME
10 minutes

SKILLS TARGETED
Discussion, Group Work, and Individual Recall



DIRECTIONS FOR STUDENTS *Part 1: Picking the pieces*

Résumés are divided into five basic sections:

- ▶ name and contact information
- ▶ career objective
- ▶ education
- ▶ work experience with skills
- ▶ honors, awards and activities

Some human resource people suggest that job candidates NOT include a career objective in a résumé because it takes up valuable space and might pigeonhole a candidate into a single category when, in fact, a job seeker might actually fit several opportunities.

It is entirely up to you if you wish to include a career objective in your résumé. As you can see, learning to write concisely and clearly to convey a powerful statement about your skills and abilities takes practice and experience. The following puzzle activity will help you see how a résumé is compiled or built.

Activity 2—Résumé Puzzle Pieces—Putting Together Your Best Story



Instructor Notes

In advance of the class, cut apart several résumés. Laminate these if you can. Place the puzzle parts in envelopes and have the students work in groups to piece the résumé back together. You will need to locate résumé samples based on your audience. Puzzles will vary based on the age, background and experience level of the students. You may want to have a variety of résumés. Depending on the audience, you may want to show samples of functional, targeted and chronological résumés for the groups to piece back together. Samples are included at the back of this lesson (Handouts 6 through 8). As the students work, review the five main sections of a résumé and reiterate that the career objective section is now considered optional.

Possible questions to consider when brainstorming about résumés:

1. Think of some ways you can rearrange your résumé if you want to emphasize or de-emphasize something. What part of your résumé do you think people read first?
2. Who could help you proofread your résumé?
3. Could you give an example of a volunteer role you have held that is appropriate to list under your work experience?
4. Is your date of birth appropriate to list under a section called "Personal Information"?
5. What other information would you include in this section?

Have the students break into small groups and do the résumé puzzle activity. This activity will help students understand the main sections of a résumé and to begin to learn how to build one.

- ▶ Contact Information
- ▶ Career/Work Objectives
- ▶ Educational Background
- ▶ Work History/Experience/Skills
- ▶ Honors/Recognition/Activities

TIME

10 minutes

SKILLS TARGETED

Discussion, Group Work, Critical Thinking and Analysis



DIRECTIONS FOR STUDENTS

Part 2: Candy game and power verbs

In small groups, discuss **Handout 2—Power Verbs**. Brainstorm additional words that students can think of that make sense for their particular fields of interest. Write new words on notecards and be prepared to share with the class. This could be challenging for some students; they may need some prompting. Remember, there are no wrong answers in brainstorming.



Instructor Notes

Give each student a small bag of chocolate chips (three or four is plenty) and Hershey's Kisses. Give them more Kisses than chocolate chips. Explain that each piece of candy is a verb and illustrate that power verbs (Kisses) have much more of an impact than non-descriptive words (chocolate chips). Be aware of food allergies and make modifications if needed.

The instructor uses the Kisses as verbs to illustrate the point that power verbs can have a more significant impact on the message your résumé is conveying. Group discussion will vary based on the age, background and experience level of the students. Students may find the exercise challenging and need some prompting.

TIME

13 minutes

SKILLS TARGETED

Discussion, Group Work, Critical Thinking and Analysis

"The most important tool you have on a résumé is language." – JAY SAMIT

Activity 3—Résumé Highlights and Practice

Tips and Guidelines for Writing Your Best Résumé



DIRECTIONS FOR STUDENTS

Building a résumé

Professionalism is the key to a successful résumé. It should be clear and easy to read. Employers only look at a résumé for a few seconds on the first reading. Make sure that your résumé stands out and gets noticed. Online templates are available for developing personal résumés. Listed below are key elements of a résumé.

- ▶ Brief, concise content. The emphasis should be on your education and experience. Prioritize information according to relevance. Make sure the information you include highlights your qualifications for the job you are seeking.
- ▶ Name and contact information. Use a font size large enough to read easily from a distance. Your name should be the largest thing on the paper. Include a professional email address.
- ▶ Education. The education section should be near the top. In this section, state your specific degree and/or any certifications you hold.
- ▶ Work experience. The work experience section is next and should include relevant and related work highlighting skills and responsibilities. This is a power section where the employer is looking for experience and skills that match their needs.
- ▶ Accomplishments with power. Use power verbs and describe what you did: your duties, responsibilities and work accomplishments. This is the most important part of your résumé, showing what you have done and what you are capable of in another opportunity.
- ▶ Action words and sentence fragments. Be brief and start each sentence with an action verb. The use of sentence fragments is allowed and encouraged. Use a bullet point and a different action verb to start each new line.
- ▶ Specific language. Make your language clear, concise and specific.
- ▶ Targeted content. Do not include hobbies and interests on a professional résumé unless they correlate with the job you are interested in or show how you might add benefit to the company. Anything extra should be recent. Do include related fieldwork or experiences, membership in related organizations, offices that show leadership, committee work that shows leadership, volunteer work, honors, awards and recognition.

- ▶ One page. Keep it to one page unless absolutely necessary to show all of your related work and experiences. If you are a seasoned employee, then two pages maximum.
- ▶ Simple and neat. Simple formatting is fine but stay away from multiple indents and underlining on the same page. Make good use of the white space available; your paper should look appealing and balanced. Use the tab key to set up the lines.
- ▶ Carefully checked (perfect!). In no uncertain terms, your résumé should be as perfect as you can make it.
- ▶ Quality reproduction. If you print, use a quality printer and quality paper (20-lb. weight and a soft neutral color). Present yourself as a mature, professional person.
- ▶ List references on a separate page. Pass out the references when you are asked for them. Make sure that you have asked your references if you can use them. Do not list references on the Internet.



Instructor Notes

Handout 3—Building a Résumé has the 12 bullet-pointed tips listed above; pass out a copy to each student. Ask a different student to read each point. Have the students participate in the discussion by asking them what they think each point means. After they have had a chance to comment, explain what each tip and guideline means in terms of résumé preparation. This will keep the class engaged.

Pass out **Handout 4—Résumé Practice Worksheet**, and have the students practice answering questions to complete a personal résumé. Sample resumes are located at the end of the lesson:

- ▶ **Handout 4—Sample Résumé—Résumé Practice Worksheet**
- ▶ **Handout 5—Sample Résumé—Pocket Résumé Template**
- ▶ **Handout 6—Sample Résumé—Chronological**
- ▶ **Handout 7—Sample Résumé—Functional Skills**
- ▶ **Handout 8—Sample Résumé—Skills**
- ▶ **Handout 9—Quick Résumé Checklist** can be used to help remember what is necessary for a proper résumé.

These can all be used to help students prepare a personal résumé. You will not have time to fully complete the résumé during a one-session lesson.

TIME
15 minutes

SKILLS TARGETED
Discussion, Critical Thinking and Analysis

Activity 4—Cover Letters and Tips About Applying Online



DIRECTIONS FOR STUDENTS

Put your best foot forward

Cover letters are not the same as a résumé. A cover letter should not just repeat your résumé information but should highlight you, your personality and interest in a particular job or the company in general. Look at online samples for ideas (e.g., monster.com, forbes.com and money.usnews.com).

QUICK TIPS FOR WRITING COVER LETTERS

- ▶ **Keep It Short**—Less is more in this case. Three paragraphs are plenty, and there is no need for a long introduction.
- ▶ **Dear Who?**—If you don't know exactly who you are sending your information to, do not address anyone. Instead, jump right into your letter.
- ▶ **Use a PDF**—Most all computer programs can read PDF documents.
- ▶ **Don't Be Generic**—Never say, "Hello my name is..." They can read your résumé and find your name.
- ▶ **Finish Strong**—Close with a strong statement about how your experience and background can help you in the job and how you can be an asset to the company.

QUICK TIPS FOR APPLYING ONLINE

- ▶ **Read the Job Description**—Make sure you actually qualify for the job that you are applying for.
- ▶ **Original Cover Letter**—Make sure your cover letter is original and targeted. Showcase your personality and qualifications.
- ▶ **Keywords**—Match keywords in your résumé to keywords in the job posting. When applying electronically, applicants are often filtered by keywords.
- ▶ **Responses**—When answering questions, make sure that your responses are targeted and have zero errors.
- ▶ **Fill All Fields**—Employers look for accuracy and completeness. If you choose to leave a field blank or skip it by accident, you may be viewed as someone who does not pay attention to detail. That might not be true, but that is how you will come across to the hiring manager.
- ▶ **Clean Up Social Media**—Employers can, do and will look at your social media accounts. Make sure yours is professional and in good taste.
- ▶ **Email**—Make sure that your email address is professional; hottie@gmail.com is not appropriate for use on job applications and résumés.
- ▶ **Check and Review**—Check your writing several times before you send it. Have someone else check it as well.



Instructor Notes

Lead a discussion about writing cover letters. Have the students participate in the discussion by asking what they think cover letters are. This will keep the class engaged.

Handout 10—Create a Cover Letter is located at the end of the lesson.

TIME

10 minutes

SKILLS TARGETED

Critical Thinking, Reasoning and Analysis

"Even if you are never caught lying on your résumé, you will have to live in constant fear that someday you will be caught and punished. You jeopardize your future when you lie about your past."

- STEVEN D. LEVITT, coauthor of *Freakonomics*, and Professor at the University of Chicago

Activity 5—Wrap-Up



DIRECTIONS FOR STUDENTS *Accurate and concise*

Writing a résumé and cover letter is not an easy task, but it is critical when you are trying to get a job. Practice and experience go a long way in helping you develop an outstanding résumé, but it also is extremely important that you develop a skill set and competencies in writing clearly and concisely. There is a mountain of information available online and in bookstores to help you with your résumé, but there are really just a few main rules to remember: keep it simple; keep it neat; keep it clear and concise; use power words; show off what you did and can do; keep it relevant; and have zero errors.

Your great story begins with you and ends with you, so make it awesome. This last video showcases some really bad mistakes that some people have made on their résumés. Don't let this happen to you.



Instructor Notes

Refer back to the Essential Questions at the beginning of the module and confirm that students have learned the importance of a strong and appropriately constructed résumé and cover letter. Play the short video clip and wrap up with closing comments.

<https://www.youtube.com/watch?v=9Qc0W3G8HR0>

TIME

5 minutes

SKILLS TARGETED

Discussion and Critical Thinking



HANDOUT 1

- Vocabulary Matchup

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

career objectives	credentials	references	specialized skills
chronological résumé	functional résumé	relevant	targeted résumé
cover letter	qualifications	résumé	work experience

VOCABULARY DEFINITIONS

- ▶ A person's motives and goals for the job _____
- ▶ A written and signed document addressed to a potential employer and signed by the writer that is sent with, and explains the contents of, another document (an introduction to a résumé) _____
- ▶ An accomplishment or quality that makes someone suitable for a particular job _____
- ▶ Document listing work-related accomplishments that focuses on skills and experiences _____
- ▶ The qualifications, achievements, personal qualities or aspects of a person's background _____
- ▶ Document listing work-related accomplishments and arranged by job title in reverse chronological order _____
- ▶ Specific abilities an individual has pertaining to a job qualification _____
- ▶ A person's past history and background gained while working in a specific field or occupation _____
- ▶ Closely connected to the matter at hand _____
- ▶ Someone who can comment on your personal character, work history or work experience _____
- ▶ Document listing work-related accomplishments and geared toward a specific job _____
- ▶ A short written history of a person's education, work experience and other qualifications for employment _____



HANDOUT 2

- Power Verbs

Résumés and Cover Letters

ACTIVITY 2

THE BULLET FORMULA OF SKILL STATEMENTS

POWER VERB (SKILL) + IDENTIFIABLE TASK + PURPOSE / METHOD / RESULT
(Choose one of the above)

PURPOSE (Why did you do it?)

- Performed gear mapping for transmissions to optimize shift patterns, fuel economy and available power

METHOD (How did you do it?)

- Collected quantitative infrared imaging using a high-speed infrared camera

RESULT (What happened because of what you did?)

- Designed and implemented latches for condensation vents to reduce water leakage, creating a safe work environment

The following lists are divided into categories to help you identify great, active verbs to make your résumé stand out. Begin each of your descriptive lines with a power verb. Keep tenses consistent — using past-tense verbs for past experiences and present-tense verbs for current ones.

WORKING WITH PEOPLE:	Report	Train	Coach	Suggest	Maintain	Detect	Purchase	Renovate	Check
COMMUNICATION	Review	Tutor	Collaborate	ADMINISTRATIVE/	Manage	Determine	Quantify	Repair	Contribute
Clarify	Revise	PUBLIC	Confer	MANAGEMENT	Moderate	Discover	Record	Restore	Cover
Collaborate	Summarize	RELATIONS	Confront	Accelerate	Monitor	Dissect	Reduce	Update	Decide
Communicate	Syndicate	Advise	Consult	Accomplish	Officiate	Evaluate	Solve	Upgrade	Define
Compose	Translate	Advocate	Converse	Achieve	Order	Explore	ORGANIZATION	CREATING/	Diagnose
Correspond	Transcribe	Attend	Cooperate	Act	Oversee	Examine	Appraise	GENERATING	Effect
Demonstrate	TEACHING/	Coordinate	Critique	Administer	Prescreen	Formulate	Apply	Eliminate	Emphasize
Document	ADVISING	Convince	Develop	Allocate	Prioritize	Gather	Arrange	Construct	Establish
Edit	Advise	Dispersed	Encourage	Approve	Produce	Identify	Balance	Landscaping	Facilitate
Engage	Correct	Distribute	Familiarize	Assign	Prohibit	Inspect	Catalog	Produce	Forecast
Entertain	Counsel	Influence	Form	Assess	Refer	Locate	Categorize	Shape	Found
Exhibit	Demonstrate	Launch	Foster	Attain	Regulate	Model	Connect	Utilize	Navigate
Explain	Display	Lobby	Fulfill	Benchmark	Run	Obtain	Coordinate	WORKING WITH	Offer
Express	Encourage	Interact	Inform	Chair	Start	Pinpoint	Define	IDEAS	Perform
Illustrate	Enlist	Interact	Interact	Commend	Streamline	Prepare	Edit	Development	Propose
Interpret	Ensure	Intervene	Intervene	Compromise	Strengthen	Trace	Establish	Adjust	Refer
Interview	Grade	Join	Join	Consolidate	Supervise	Track	Facilitate	Compose	Referee
Investigate	Guide	Listen	Listen	Control	WORKING	Verify	File	Develop	Register
Lecture	Influence	Litigate	Motivate	Delegate	WITH DATA:	NUMBERS/	Group	Devise	Reinforce
Optimize	Instruct	Mediate	Negotiate	Direct	Research/	FINANCE	Incentivize	Guide	Resolve
Partner	Introduce	Motivate	Participate	Enforce	Analysis	Abstract	Issue	Implement	Respond
Perform	Lecture	Service	Partner	Entrust	Acquire	Account	Modify	Innovate	Retrieve
Pitch	Mentor	Target	Provide	Expedite	Analyze	Add	Orchestrate	Invent	Save
Plan	Program	Accommodate	Recommend	Govern	Classify	Appraise	Organize	Present	Select
Present	Provide	Adapt	Reconcile	Head	Collate	Audit	Overhaul	WORKING WITH	Serve
Promote	Rate	Anticipate	Rehabilitate	Hire	Collect	Budget	Place	THINGS	Set
Proofread	Steer	Assure	Represent	Improve	Compile	Calculate	Prepare	Develop	Simplify
Publicize	Suggest	Bargain	Resolve	Initiate	Conduct	Collect	Program	Assemble	Study
Relate	Support	Care	Share	Institute	Data	Compute	Qualify	Build	Take
Relay	Teach			Judge		Decrease	Reorganize	Customize	Travel
	Test			Lead		Determine	Rewrite	Design	Use
						Divide	Schedule	Enlarge	Win
						Enter (data)	Sort	Mold	WEAK VERBS
						Estimate	WORKING WITH	Reconstruct	(Do Not Use)
						File	THINGS	Synthesize	Aid
						Finance	Development	Transform	Assist
						Formulate	Assemble	Unite	Deal
						Increase	Build	UNIVERSAL	Enhance
						Insure	Customize	Act	Gain
						Inventory	Design	Apply	Handle
						Invest	Enlarge	Anticipate	Help
						Market	Format	Change	Learn
						Maximize	Function		Receive
						Multiply	Generate		Responsible for
						Process	Improve		Seek Out
							Install		Set Up
							Manufacture		Tolerate
							Navigate		Understand
							Operate		Work With
							Propose		
							Refinish		

Adapted with permission from Letters & Science and Human Ecology Career Services, University of Wisconsin-Madison.
Credit: Purdue University Center for Career Opportunities (<https://www.cco.purdue.edu/>)



Professionalism is the key to a successful résumé. It should be clear and easy to read. Employers only look at a résumé for a few seconds on the first reading. Make sure that your résumé stands out and gets noticed. Online templates are available for developing personal résumés. Listed below are key elements of a résumé.

- ▶ **Brief, concise content.** The emphasis should be on your education and experience. Prioritize information according to relevance. Make sure the information you include highlights your qualifications for the job you are seeking.
- ▶ **Name and contact information.** Use a font size large enough to read easily from a distance. Your name should be the largest thing on the paper. Include a professional email address.
- ▶ **Education.** The education section should be near the top. In this section, state your specific degree and/or any certifications you hold.
- ▶ **Work experience.** The work experience section is next and should include relevant and related work highlighting skills and responsibilities. This is a power section where the employer is looking for experience and skills that match their needs.
- ▶ **Accomplishments with power.** Use power verbs and describe what you did: your duties, responsibilities and work accomplishments. This is the most important part of your résumé, showing what you have done and what you are capable of in another opportunity.
- ▶ **Action words and sentence fragments.** Be brief and start each sentence with an action verb. The use of sentence fragments is allowed and encouraged. Use a bullet point and a different action verb to start each new line.
- ▶ **Specific language.** Make your language clear, concise and specific.
- ▶ **Targeted content.** Do not include hobbies and interests on a professional résumé unless they correlate with the job you are interested in or show how you might add benefit to the company. Anything extra should be recent. Do include related fieldwork or experiences, membership in related organizations, offices that show leadership, committee work that shows leadership, volunteer work, honors, awards and recognition.
- ▶ **One page.** Keep it to one page unless absolutely necessary to show all of your related work and experiences. If you are a seasoned employee, then two pages maximum.
- ▶ **Simple and neat.** Simple formatting is fine but stay away from multiple indents and underlining on the same page. Make good use of the white space available; your paper should look appealing and balanced. Use the tab key to set up the lines.
- ▶ **Carefully checked (perfect!).** In no uncertain terms, your résumé should be as perfect as you can make it.
- ▶ **Quality reproduction.** If you print, use a quality printer and quality paper (20-lb. weight and a soft neutral color). Present yourself as a mature, professional person.

List references on a separate page. Pass out the references when you are asked for them. Make sure that you have asked your references if you can use them. Do not list references on the Internet.



This worksheet is designed to help you gather useful information that employers like to see included in most résumés. It is presented in chronological format. You may either use a blank Word document or a template to compile your résumé. A good template to use is: <https://www.resume-now.com/>

Your name _____

Street address _____

Town _____ ZIP code _____ Phone number _____ Cell _____

Email address _____

JOB OBJECTIVE

Your objective gives focus to the résumé and lets the employer know what sort of position or area of specialization you are seeking. You may want to have separate résumés with different objectives for different kinds of jobs. Make sure your objective isn't too specific or so broad that it's meaningless.

For example:

- ▶ Seeking an administrative assistant position utilizing my organizational, customer service and technical skills
- ▶ To obtain an entry-level position in psychology with a counseling focus
- ▶ To obtain an internship position in the journalism field

Objective

SUMMARY OF QUALIFICATIONS (depending on experience level, you may not have this section)

This is an effective way to let the employer know that your skills and qualifications match their needs. Be genuine and, if possible, use language that matches the job announcement. For example:

- ▶ B.S. degree in business with eight years of successful management experience
- ▶ Highly organized, with the ability to efficiently balance many projects at once
- ▶ Excellent interpersonal, written and verbal communication skills
- ▶ Honest, reliable and hard working



HANDOUT 4

- Résumé Practice Worksheet (cont.)

EDUCATION *List the most recent or relevant training first (completed or in progress).*

Institution/High School/Trade/College Name	City, State	Degree/Certification Name	Date graduated (or expected)
Describe any Honors and Awards (academic scholarships, leadership awards), GPA (if over 3.0) and/or Relevant Coursework (specific courses or programs that relate to your job objective)			
Institution/High School/Trade/College Name	City, State	Degree/Certification Name	Date graduated (or expected)
Describe any Honors and Awards (academic scholarships, leadership awards), GPA (if over 3.0) and/or Relevant Coursework (specific courses or programs that relate to your job objective)			

WORK EXPERIENCE or Employment History

List employment in reverse chronological order (present or most recent position first). Internships are included in this section.

- ▶ Employer/Organization, City, State
- ▶ Job title, Dates (month and year)
- ▶ Job duties/responsibilities (Begin phrases with action words and power verbs.)
- ▶ Promotions, accomplishments, knowledge or skills you acquired, etc.

Job Title	Employer/Organization Name	City, State	Dates (month and year)
Describe your position duties/responsibilities and any promotions, accomplishments, etc. (Begin phrases with action words and power verbs.)			



HANDOUT 4

- Résumé Practice Worksheet (cont.)

Job Title	Employer/Organization Name	City, State	Dates (month and year)
Describe your position duties/responsibilities and any promotions, accomplishments, etc. (Begin phrases with action words and power verbs.)			
Describe your position duties/responsibilities and any promotions, accomplishments, etc. (Begin phrases with action words and power verbs.)			

Continue to list employment—include experience within the last 10 years (or your last four or five jobs).

ADDITIONAL SKILLS (Examples: foreign languages, technical skills, certifications, etc.)

ADDITIONAL ACTIVITIES (Examples: volunteer experience, student government, community service, PTA, coaching, committee work, etc. Be cautious when listing religious and political activities.)

(Other possible headings, if applicable)

PROFESSIONAL ORGANIZATIONS

PROFESSIONAL DEVELOPMENT/ WORKSHOPS

REFERENCES

You can also leave this heading out and list your references on a separate page. Try to use professional references only (work- or education-related). Make sure to ask permission before including someone as your reference.



HANDOUT 5

- Pocket Résumé Template

Use this template as an outline to create a pocket résumé where you can have necessary information readily available. This information is often requested on an application or during an interview. Fill it out completely and keep it in your wallet or store it on your phone for quick and easy reference.

MY DETAILS

School: _____

Address: _____

Dates Attended: _____

Subjects: _____

PREVIOUS JOBS/VOLUNTEER OPPORTUNITIES

Employer: _____

Address: _____

Dates of Employment: _____

Supervisor's Name: _____

Phone Number: _____

Employer: _____

Address: _____

Dates of Employment: _____

Supervisor's Name: _____

Phone Number: _____

REFERENCES

Name: _____

Address: _____

Phone Number: _____

Length of time you have known them: _____

Name: _____

Address: _____

Phone Number: _____

Length of time you have known them: _____

Name: _____

Address: _____

Phone Number: _____

Length of time you have known them: _____



Check online for other samples of résumés and cover letters. Use templates if you like. Some services are free and some are not.

Joseph Craft

1234 Main Street • Anywhere, MI 54321

Tel (555) 333-1234

E-mail jcraft@4h.org

Objective: Seeking an entry-level position in retail sales

Education: County High School,
Graduation: May 2021

Anywhere, MI 54321

Experience: **Sales Associate**
Darnell Suits and More

2020-present

Anywhere, MI

- Open fitting rooms for customers
- Work register including cash and charge card transactions
- Maintain appearance of sales floor

Cashier

Groceries Galore

Anywhere, MI

2019

- Worked register and balanced cash drawer
- Stocked shelves and assisted with inventory
- Greeted customers

Skills:

- Excellent communications and customer service skills
- Able to learn quickly and work diligently
- Experienced in running retail registers and cash handling operations
- Proficient with Microsoft Office (especially Word and Excel) and Internet browsers including Internet Explorer and Firefox

Activities: **Youth Representative**
4-H Council, Lower County

2019-present

Anywhere, MI

Teen Leader

Cool Kids 4-H Club

2017-present

Anywhere, MI

Vice President

County High School Student Council

2020 Academic Year

Anywhere, MI

Awards: **Scholarship Achievement All-Conference**
Michigan High School Sports Association
Anywhere, MI
Academic Years 2019 and 2020

Portfolio Available Upon Request



Check online for other samples of résumés and cover letters. Use templates if you like. Some services are free and some are not.

Maria Stone

ABC Link Street • Atlanta, Georgia • 77777 • Home: (111) 555-9999, Cell: (222) 999-9999

mariastone@this-is-a-skills-worker-resume-sample.com

OBJECTIVE: Seeking the position of a Factory Worker with XYZ Inc., bringing 4 years of experience working in a factory, great physical ability and attention to details to the effective operation of XYZ.

CORE COMPETENCIES:

- 4 years experience as a factory worker
- Profound knowledge of the operation, maintenance and use of simple machines
- Knowledge of industrial arrangement management and order of things
- Ability to work well under pressure
- Good communication as well as human relations skills needed to create a harmonious working environment with colleagues
- Skilled in moving finished product and equipment both physically and through the use of equipment designed for that purpose
- Great experience in processing, sorting and packing of products
- Experienced in assessing products and materials for quality and standards
- Great ability to use the machine and assist machine personnel and assemblers to enhance speed in production

PROFESSIONAL EXPERIENCE:

Segkof Textile Industries Inc., Atlanta

Factory Worker

2016 - Present

- Coordinate and supervise production
- Supervise production department and ensure departmental cleanliness and proper sanitation
- Responsible for servicing, maintenance and repair of machine / replacement of worn-out parts
- Coordinate and train newly recruited workers on machine use, management and maintenance
- Responsible for making sure that all finished products are of top quality and that they meet approved standards
- Ensure and ascertain the proper arrangement of finished product and coordinate and manage its movement and transportation outside the factory
- Coordinate the assessment of products and materials, vet and scrutinize the fabrics brought in to ensure proper production

EDUCATION AND CONTINUING PROFESSIONAL TRAINING:

- Diploma, Rayview High School, Atlanta, 2008
- Certificate, Mechanical Instrument Handling, Repairs, and Maintenance, Dicky Roch School of Mechanical Work, Atlanta, 2009
- Lift Truck Certification
- Basic Knowledge of the Computer
- Human Relations Certificate



Check online for other samples of résumés and cover letters. Use templates if you like. Some services are free and some are not.

Jenny Penny

555 CHERRY STREET • BURGUNDY, MI 32123

PHONE: (909) 323-1010 • E-MAIL: JENNYPENNY@4H.ORG

OBJECTIVE

To obtain a seasonal position teaching environmental programs to the public

SKILLS

Communication

- Special talent for delivering educational material in a fun way
- Well-developed speaking skills that allow me to speak in various group sizes and types
- Columnist for monthly 4-H newsletter
- Excellent networking skills

Leadership

- Possess ability to work in group or individual setting
- Will take the initiative to prepare and maintain projects
- Have organized various 4-H workshops for programs such as environmental education, animal science and communication

Organization and Time Management

- Ability to plan and implement programs in a timely manner
- Will use allotted amount of time for programs to educate the public to the fullest
- Have strong organizational skills

EDUCATION

Burgundy High School	Burgundy, MI	2017-2021
<i>GPA: 3.8/4.0</i>		
Relevant Coursework: Ecology, Nature Writing, Landscaping and Design, Biology and Advanced Biology		

VOLUNTEER EXPERIENCE

Burgundy Nature Center	Burgundy, MI	2018-2020
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Trail Guide

- Identified trees and flowers during nature walks
- Guided guests through three miles of trails
- Answered questions pertaining to local vegetation, insect, bird and mammal species

Festival of the Trees	Burgundy, MI	2017
------------------------------	--------------	------

Educator

- Implemented educational tree programs at a tree farm

ACTIVITIES

SADD Member	2 years	
French Club	2 years	(Vice President, 1 year)
Students for the Environment	4 years	(President, 2 years)

Adapted from Michigan State University Extension 4-H Youth Development Career Education <http://web1.msue.msu.edu/cyf/youth/career.html>



QUICK RÉSUMÉ CHECKLIST

- ▶ Is the résumé printed on conservative paper? *White or ivory is best.*
- ▶ Does the word “résumé” appear at the top of the page? *It shouldn’t.*
- ▶ Do the section headings stand out? *They should.*
- ▶ Is your name the largest item on the page? *It should be, to stand out.*
- ▶ Are you using space wisely?
Margins should neither be too large nor items spaced too far apart.
- ▶ Are your indentations even?
Use your tab key instead of space bar to make indentations even.
- ▶ Are there any spelling errors or typos? *Unacceptable!*
- ▶ Is there consistency throughout on the use of headings and fonts?
There should be.
- ▶ Are pronouns eliminated?
They make your descriptions more wordy than necessary.
- ▶ Does the word “I” appear? *It shouldn’t.*
- ▶ Are vague words such as “various” and “numerous” eliminated? *They should be.*
- ▶ Do descriptions begin with a variety of action words? *Avoid repetition.*
- ▶ If there is a second page, are your name and “Page Two” in the upper corner? *Avoid using more than one page if possible.*



COVER LETTER BREAKDOWN

Explore the cover letter breakdown to learn the guidelines for writing a cover letter and how they can be applied.

1. FORMAT HEADER & SAY HELLO

HEADER: Display your name, address, phone number and email address in the same format as your résumé.

DATE: Include the date you print and mail (or email) the letter.

RECIPIENT'S NAME & ADDRESS: Left-align this information and include an individual's name if possible.

SALUTATION: Dear Mr./Ms./Dr. Last Name (if you're unsure of the recipient's gender or you want to be gender-neutral, write their full name).

2. INTRODUCE YOURSELF & WHAT YOU WANT

- ▶ Immediately state the position for which you are applying and how you heard about it. If you are not applying for a specific position, indicate your area of interest.
- ▶ Mention if you were referred by someone (like an alumni or other contact).
- ▶ Mention why you find the company/organization compelling and why you want to work for it.

3. DESCRIBE YOUR ACCOMPLISHMENTS & WHAT YOU WOULD BRING

- ▶ Point out the relevant skills you have developed through your coursework and experiences to show the hiring manager that you are a good fit for the position.
- ▶ Expand on the experiences that support you are a match for the position. Use keywords from the job description if possible.
- ▶ Describe how you would apply the skills and knowledge you gained from your experiences to the position for which you are applying.

4. WRAP IT UP & SAY THANKS

- ▶ Thank the employer for their time and consideration.
- ▶ Offer to provide any additional information.
- ▶ Provide your email and phone number in the last sentence.
- ▶ End your letter with:
Sincerely,
Your signature (leave three to four spaces)
Your Typed Name



HANDOUT 10

- Create a Cover Letter (Cont.)

1.

Arthur Speaker
2800 Sunset Lane Apt. 123
Lafayette, IN 47905
756-432-5689
speaker@purdue.edu

March 15, 2021

Laura Leader
Recruiting Specialist
Bain & Company, Inc.
190 South LaSalle, Suite 3400
Chicago, IL 60603

Dear Ms. Leader:

2.

I am writing to express my interest in the Bain Building Entrepreneurial Leaders Program (BEL). Frank Friendly, my Academic Advisor at Purdue University, informed me of the fall program. In my professional and academic career, I have learned invaluable critical thinking skills, accomplished collaborative initiatives and developed a dedication to innovative solutions. These skills make me an excellent candidate to work within the BEL program. Your company shares my passion for practicality, and I value the firm's commitment to results garnered with integrity.

3.

Furthermore, I earned the well-respected and selective position of a Purdue University Resident Assistant (RA). This challenging job has advanced my leadership skills tremendously. As an RA, I demonstrate an ability to analyze varying issues and generate concise and consistent solutions. For example, I have handled numerous extreme conflicts between roommates from different cultural backgrounds. The roommates' conflicts are always resolved in a respectful manner, and they reach an applicable agreement due to my effective mediation. In this regard, I am prepared to handle conflicts with the business issues of a real client and address dissenting opinions within a work team.

Additionally, my role as an RA is not restricted by the job description. I conduct research to understand what residents need in order to be successful. This work mentally prepares me to incorporate various perspectives to discover the best solutions during the interactive training sessions of the program. An exceptional RA incorporates servant leadership as a characteristic of the residential community. I continuously do this by living the life of a model student and guiding residents to accomplish their personal goals. Specifically, I have worked with a resident who felt conflicted about changing majors. I engaged in discussion with him for many hours until he was comfortable with his decision. This and similar experiences make me confident that I can honestly share the passions of this program's clients.

4.

Finally, my academic rigor of my Communication (Human Relations), African American Studies, and Philosophy majors contribute to my ability to think critically from varying perspectives. I am grateful for consideration into the Bain BEL Program. Thank you for reviewing my application, and note that I can be reached at your convenience by email (speaker@purdue.edu) or telephone (756-432-5689).

Sincerely,

Arthur Speaker

Enclosure: Résumé



Interviewing Skills

Nice to Meet You

How can you increase your chances for a successful interview?

LESSON OUTLINE

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LESSON

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BACKGROUND

This lesson introduces learners to interviewing skills. The content, vocabulary, and activities provide a framework for participants to understand and prepare for job interviews. Students will learn the importance of interviews and proper etiquette as well as the steps and techniques necessary for a successful interview.

Essential Questions

- ▶ How can I increase my chances of having a successful job interview?
- ▶ Why is it important to practice answering potential interview questions?
- ▶ What kinds of answers can I give if asked about my strengths and weaknesses?
- ▶ What types of interviews might I have?

Concepts and Learning Objectives

Learners will

- ▶ develop an understanding of why it is important to prepare for a job interview
- ▶ become familiar with common vocabulary terms associated with job interviews
- ▶ practice answering typical interview questions
- ▶ describe how to follow up after a job interview

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ Flip-chart paper
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ AV equipment for projecting video clips
- ▶ Printed handouts

Useful Internet Sites

<http://interviewcoach.com/>

<https://www.thebalance.com/top-interview-tips-2058577>

<http://etiquette.about.com/od/Professional-Etiquette/tp/7-Tips-On-Proper-Handshake-Etiquette.htm>

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Prepare topics and questions for mock interviews used in Activity 4.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

80 to 90 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

LESSON

INTRODUCTION



DIRECTIONS FOR STUDENTS *Talking about yourself*

Have you ever been asked what your personal strengths are? Chances are you have, and chances are you may have struggled to come up with answers. Oddly enough, as human beings, we find it difficult to talk about our good qualities, but we can go on and on about our flaws and weaknesses. However, in a job interview, focusing on good qualities is what you have to do; promote yourself and explain what you do well. Employers want to know what you can do. Today, we will focus on helping you become comfortable and efficient in explaining what you do well and examining personality traits that can help you become successful in your job search.



Instructor Notes

Introduce the topic by playing a video clip from the film "The Pursuit of Happyness" interview scene and lead a discussion about how that interview scene went.

<https://www.youtube.com/watch?v=gHXKitKATIE>

TIME

7 minutes

WARM-UP Activity— Handshaking Icebreaker



DIRECTIONS FOR STUDENTS *Don't be a slippery noodle*

As an icebreaker or warm-up activity, shake hands with several people in the room — or perform an appropriately safe greeting alternative. After you have had the opportunity to do that, discuss how you felt about the activity. What makes a good handshake or safe alternative greeting? How did that make you feel? What could you do to improve your own greeting?



Instructor Notes

Online resources for handshaking are available with videos if you choose to lengthen this activity. Facilitate discussion. Highlight keys to giving a good, solid handshake. Key points include: use a good solid grip, but not a vice grip; shake firmly, not limply; look the person in the eye; smile as you greet them; don't hang on too long; and if your hands are clammy, wipe them off and use hand sanitizer before you shake.

Please consider safe alternative greetings for this exercise as necessary.

Assign one or two people to give a terrible handshake.

TIME

4 minutes

Activity 1—Identifying Personal Strengths



DIRECTIONS FOR STUDENTS ***Part 1***

Brainstorm a list of words that describe positive things about you, things you do well, etc. Then, share within small groups. There are no wrong answers in brainstorming.

Following is a list of adjectives to kickstart the activity if necessary:

- ▶ Artistic
- ▶ Caring
- ▶ Courageous
- ▶ Motivated
- ▶ Charming
- ▶ Clever
- ▶ Confident
- ▶ Responsible
- ▶ Disciplined
- ▶ Energetic
- ▶ Entertaining
- ▶ Real
- ▶ Creative



DIRECTIONS FOR STUDENTS ***Part 2***

On your own using **Handout 1—What Do I Do Well?**, practice writing sentences that explain what you do well by taking words from your notecards and turn them into “I-statements.” For example, you might be creative and trustworthy, so you could write: “I am a trustworthy person”; “I can be trusted with money”; “I am creative and can find ways to solve problems.” This exercise should help you feel more comfortable talking about what you can do well. It can be very difficult for many people to say positive things about themselves, but it is necessary in a job interview. Using words from your notecards, write at least five sentences stating what you are good at or what you do well.



Instructor Notes

Handout 1—What Do I Do Well? is located at the end of the lesson. It provides examples of “I-statements.” Print copies for the students to jump-start the discussion.

TIME

Part 1 – 7 minutes; Part 2 – 7 minutes

SKILLS TARGETED

Discussion, Group Work and Individual Writing Responses

Activity 2—Key Terms



DIRECTIONS FOR STUDENTS ***Talk the talk***

Becoming familiar with terminology and vocabulary used in the interview process helps learners understand and apply concepts and skills essential to interviewing successfully.

- ▶ Body language: the gestures, posture and eye contact used to send messages and communicate
- ▶ Credentials: Documents that support your qualifications, such as samples of outstanding work, references, awards and recognition
- ▶ Feedback: a detailed response from a trustworthy and reliable source criticizing and complimenting your performance
- ▶ Hygiene: personal grooming and cleanliness
- ▶ Job interview: a meeting between an employer and an applicant to discuss possible employment
- ▶ Phone screen: a short first interview by telephone
- ▶ Problem solving: using thinking skills to suggest a solution
- ▶ Referral: a recommendation from a contact who is already part of your network
- ▶ Role-playing: a situation in which you are asked to play a part in an invented situation and are evaluated on the skills you display



Instructor Notes

The core idea is to enhance and expand the content by connecting the learner with specific terminology used in the unit. **Ideas for Teaching Vocabulary** can be found on page 9. Use **Handout 2—Vocabulary Matchup** for assessment.

TIME

7 minutes

SKILLS TARGETED

Discussion, Group Work, Collaboration and Individual Recall

Activity 3—Constructing and Answering Typical Interview Questions



DIRECTIONS FOR STUDENTS *What will they ask me?*

Common interview questions:

- ▶ What are your strengths?
- ▶ Why should I hire you?
- ▶ What do you offer to this company?
- ▶ Why did you select this career?
- ▶ What are your weaknesses?

All of these questions are geared toward getting to know the applicant and determining if that person is a good fit for the organization. Therefore, it is wise to prepare strong, solid answers to these frequently asked questions. You can easily do this with practice. Of course, you don't want to sound like you are giving a memorized speech but you do want to appear confident and knowledgeable about your own skills, abilities and experiences. After all, you are the expert of your own life.

DIRECTIONS FOR STUDENTS *Part 1*

Work in small groups to brainstorm a list of common interview questions. Each group should come up with 10 to 15 questions. Write the questions on notecards. Have the small groups share with the class by reading a few questions and then taping them to flip-chart paper at the front of the room. Try to get as many different questions taped to the paper as possible. There are some examples listed in **Handout 3—Practicing Interview Questions—Sample Answers**. Remember, there are no wrong answers in brainstorming.

DIRECTIONS FOR STUDENTS *Part 2*

Handout 3—Practicing Interview Questions—Sample Answers provides examples of interview questions with both desirable and less-than-desirable responses. Using **Handout 4—Practicing Answering Interview Questions—Your Turn**, you can demonstrate your knowledge and skills in writing responses to typical interviewing questions. You may work in groups to collaborate ideas for constructing answers. There is a column for both a suggested “good” and “bad” response.



Instructor Notes

Handout 3—Practicing Interview Questions—Sample Answers is located at the end of the lesson. It provides some examples of common interview questions and responses. **Handout 4—Practicing Answering Interview Questions—Your Turn** is also at the back of the lesson. You may want to make extra copies of **Handout 5—What to Do If...** so that students can have practice copies for their own answers.

TIME

Part 1 – 7 minutes; Part 2 – 7 minutes

SKILLS TARGETED

Discussion, Group Work, Individual Writing Responses and Collaboration

Activity 4—Practice Makes Perfect



DIRECTIONS FOR STUDENTS *Part 3*

Once you actually get to the interview, be prepared to answer a variety of questions. Also, be prepared to ask questions. Before you go to the interview, learn all you can about the organization with which you are interviewing. If it is a large organization, search online for information. If it is a small hometown organization, you may have to do some digging and ask people around town. However, be aware that "asking around" can result in a variety of opinions based on personal experiences. Don't get involved in the gossip and avoid the negative zone. You want to arrive at your interview with a positive, enthusiastic attitude. You can also research both local and national companies using the Internet, public library, Chamber of Commerce and Better Business Bureau.

In small groups, discuss **Handout 4—Practicing Answering Interview Questions**. Make comments about the questions and discuss how you would respond. Write your answers and ideas on notecards and be prepared to share with the class. Remember, there are no wrong answers in brainstorming.



Instructor Notes

Ideas will vary based on the age, background and experience level of the students.

TIME

10 minutes

SKILLS TARGETED

Discussion, Group Work, Critical Thinking and Analysis

Activity 5—Practicing Interview Skills—Mock Interviews



DIRECTIONS FOR STUDENTS *Practice makes perfect*

Mock interviews are a great way to prepare for the types of questions that you might be asked during a real interview. Just as anything you do in life, preparation increases both your comfort and confidence levels. Being able to anticipate questions and have a good solid answer is important to having a successful interview. There is no substitute for practice and experience when it comes to feeling prepared for a job interview.



Instructor Notes

Role-play scenarios based on your audience and their experiences. For example, you may need scenarios for fast food, construction, service and retail industries. You may want to practice more than one time.

Also prepare sample questions geared toward certain jobs. Generic questions are fine. Handout 3 and Handout 4 provide examples of interview questions. The student-formulated questions can also be used.

Get into groups of two and give each pair a notecard with a job title. With an odd number of students, one person will be an observer and can offer constructive comments. Time will vary based on the number of students in the group. Make sure everyone gets an opportunity to be both an interviewer and an interviewee. Save time for group discussion and follow up at the end of the activity.

The mock interviews will be more relevant and helpful if the students have some knowledge of the skills and responsibilities associated with the jobs for which they are pretending to interview. Write the job titles on notecards available for the activity. Everyone can use the same job.

Ask questions about the activity. For example:

- ▶ Were you comfortable speaking with your partner?
- ▶ Did you feel prepared to answer the questions?
- ▶ Did you feel nervous or anxious about answering the questions?
- ▶ What might help you feel more at ease in a real job interview?
- ▶ What did you like about interviewing?
- ▶ What did you not like about the interview?

TIME

15-20 minutes

Activity 6—Wrap-Up



DIRECTIONS FOR STUDENTS *Have confidence in yourself*

A personal interview may be the single most important aspect of a successful job search. Although we have focused on job interviews, you may experience other kinds of interviews at some points in your life. You might be interviewed by only one person or by a panel of people. You may interview through a phone screening, which requires outstanding verbal skills because nonverbal signs are invisible. Whatever the purpose behind the interview, the goal is to learn about you. Learning to communicate and speak with others is the best way to prepare for this process.

Handout 5—What to Do If... includes tips that might be helpful to you for your next interview.

Don't let the art of saying "thank you" die out! This simple act may be the one factor that sets you apart from other candidates in a follow-up to an interview or networking interaction.

Thank you notes may be handwritten or emailed and should be sent within 24 hours to everyone who interviewed you.

Handout 8—Thank You Notes provides an example of a thank you note.



Instructor Notes

Refer back to the Essential Questions at the beginning of the module and confirm that students have learned interviewing skills and thank you notes.

Handout 5—What to Do If... is located at the end of the lesson. It provides advice on interviewing protocol and ideas to help ease the nerves. If you have time, go over the tips with the students. They can take the handouts home for reference. You may want to make extra copies of Handout 4 in case students want to share copies.

Handout 6—Professional Pitch Template has been provided for your students to practice writing a personal pitch to sell their strengths and experience in an interview. It is located at the end of the lesson. Print copies as necessary for students.

Handout 7—Practice Questions for Your Interview is located at the end of the lesson. Print copies as necessary for students.

TIME

Handout 5—9 minutes; Handout 6—2 minutes; Handout 8—2 minutes

SKILLS TARGETED

Discussion and Critical Thinking

Credit: Purdue Center for Career Opportunities (cco.purdue.edu)



HANDOUT 1

- What Do I Do Well?

Interviewing Skills

ACTIVITY 1

Look at the examples and think about what you do well. Use your notecard words to write sentences explaining what you do well. Share your thoughts in small groups.

I am a good friend.	I am a good member of my church or other house of worship.
I am a good parent.	I am a good babysitter.
I am a good son.	I am a good partner.
I am a good daughter.	I am a good spouse.
I am a good sibling.	I am good at making friends.
I am a good shopper.	I am good at taking care of other people.
I am good at fixing things.	I am good in an emergency situation.
I am a good cook.	I am good when everybody else is out of control.
I am a good member of my community.	I am good at taking care of sick people.

Source: Adapted from: <https://www.dol.gov/odep/topics/youth/softskills/>



HANDOUT 2

- Vocabulary Matchup

Interviewing Skills

ACTIVITY 2

DIRECTIONS

Match the vocabulary terms with their definitions by writing the correct term in the blank space beside each definition.

VOCABULARY TERMS

body language

credentials

feedback

hygiene

job interview

phone screen

problem solving

referral

role-playing

VOCABULARY DEFINITIONS

- ▶ A meeting between an employer and an applicant to discuss possible employment _____

- ▶ Documents that support your qualifications, such as samples of outstanding work, references, awards and recognition

- ▶ The gestures, posture and eye contact used to send messages and communicate _____
- ▶ Using thinking skills to suggest a solution _____
- ▶ A situation in which you are asked to play a part in an invented scenario and are evaluated on the skills you display

- ▶ A short first interview by telephone _____
- ▶ Personal grooming and cleanliness _____
- ▶ A detailed response from a trustworthy and reliable source criticizing and complimenting your performance

- ▶ A recommendation from a contact who is already part of your network _____



HANDOUT 3

- Practicing Interview Questions: Sample Answers

Interviewing Skills

ACTIVITY 3

Use the following question-and-answer chart to help you formulate good solid answers to questions about your own skills, abilities and interests. This is just a reference sheet to help give you some ideas.

QUESTION	IDEAS FOR A GOOD ANSWER	IDEAS FOR A BAD ANSWER
1. Tell us about yourself.	Give a direct answer about your strengths and work history.	Talk about yourself and your personal life without mentioning the job.
2. Why do you want this job?	It will challenge me. I enjoy this kind of work. I would be good at this because...	I can make more money.
3. Why should we hire you?	I have the experience. I will do a good job. I would love to work for this company. I am a hard worker. I like to learn new things.	I want a new job.
4. Why do you want to work for this company?	I have heard many good things about this company. I like your philosophy and business model. The employees seem happy here.	You are hiring.
5. What experience do you have that relates to this job?	I have computer experience and experience in customer service. I have also managed people. (Make your answer specific to your skills and related to the skills necessary for the job.)	I am almost always on time. I don't fight at work. I have never been caught stealing. I won't come to work drunk or high.
6. What are your weaknesses?	I work hard and expect others to work at the same level. That can often lead to feeling let down.	I get a little tired in the afternoon, especially if I have been out late the night before. Sometimes I am the class clown.
7. Tell about a successful experience you had on a job.	I reorganized the purchasing system to help improve cashflow. The company saved thousands of dollars by paying less interest on accounts.	I organized the NCAA basketball pool for all of the employees. Oh, and I won the money.
8. Why did you leave your last job?	I needed a new challenge.	I didn't like my boss.
9. Why do you want to leave your current job?	I want more responsibility and new challenges.	I think they are getting ready to let me go.
10. Tell about a problem you had at a job and what you did about it.	We were losing too much money by paying bills late. I studied our cashflow and found a flaw in checks we had written.	I had a disagreement with my supervisor and now I am looking for a job. It is just uncomfortable.
11. Tell about a mistake you made at work and what you would do differently.	I ran out of time to proofread a marketing plan and I let my assistant take the lead on that project. It was an epic failure, and I think I would have caught the snags in advance if I had taken the time to read the report.	I can't think of anything.
12. What is your career plan?	I would like to be working for a Fortune 500 company like this one in mid-management.	Get a new job.
13. Where do you see yourself in five years?	I would like to be in charge of several big projects and supervising other project managers. I would like to be making decisions for a company.	Hopefully with a new job.
14. Do you have any questions for us?	What is the company's plan for growth and expansion in the next five to 10 years?	When will I know if I got the job?

Adapted from: <https://www.dol.gov/odep/topics/youth/softskills/>



HANDOUT 4

- Practicing Answering Interview Questions-Your Turn

Interviewing Skills

ACTIVITY 3

Work in small groups to answer the following questions and then share a few of the answers with the entire group. The students should keep these questions as a reference guide to develop specific answers about themselves on their own time.

QUESTION	GOOD ANSWER	BAD ANSWER
1. Tell us about yourself.		
2. Why do you want this job?		
3. Why should we hire you?		
4. Why do you want to work for this company?		
5. What experience do you have that relates to this job?		
6. What are your strengths?		
7. What are your weaknesses?		
8. Tell about a successful experience you had on a job.		
9. Why did you leave your last job?		
10. Why do you want to leave your current job?		
11. Tell about a problem you had at a job and what you did about it.		
12. Tell about a mistake you made at work and what you would do differently.		
13. Where do you see yourself in five years?		
14. Do you have any questions for us?		

Adapted from: <https://www.dol.gov/odep/topics/youth/softskills/>



THINGS YOU MIGHT WANT TO KNOW

1. **Do a Practice Run**—If you have never been to the place you are going to interview, drive by a day or two ahead of time—if you can—just to make sure that you know where you are going. If you are going out of town, that might not be possible, so use your GPS to help you arrive on time. Anything that helps you feel less nervous the day of the interview is going to help.
2. **Leave Early**—Give yourself plenty of extra time to get to the interview especially if you are going to a place you have never been. Road construction and traffic delays could make you late.
3. **Dress in Business Wear**—For the interview, dress in business wear. Most employers expect you to dress in business-type clothing. Don't wear casual clothes. Don't wear party clothes. There may be some exceptions depending on where you are interviewing. For example, manual-labor jobs would not require a three-piece suit. A nice pair of dress pants, collared shirt and tie—maybe a sport jacket—would be fine. Above all, for any interview, be well-groomed and clean. Always have your shoes cleaned and polished. Surprisingly, polished shoes are one of the best ways to help you make a good impression.
4. **Have Paperwork Available**—Have extra copies of your résumé with you. Also, be ready to hand out a copy of your references if asked to do so. Before you go to the interview, make sure you have checked with your references about using their names. Have their names and telephone numbers written down, preferably typed to match your résumé.
5. **Be Ready to Fill Out Forms**—Be prepared to fill out an application if you have not already filled one out. Have all of your information available in a nice portfolio-type folder. Know the phone numbers and addresses of places you have worked, as well as information about your educational background. If you are hand-writing an application, have at least two black pens in case you have a problem with one.
6. **Practice Shaking Hands**—Shake hands firmly, but don't crush the other person's hand. Say something like "It is nice to meet you" as you shake hands. If your hands are clammy and wet, wipe them off before going into the interview. Hand sanitizer is helpful in getting rid of clamminess. Consider safe alternatives to handshaking as necessary. For example: Make eye contact, smile, nod and say "It is nice to meet you!"
7. **Relax**—During the interview, take your time and breathe. Restate questions if necessary to give yourself time to think and to make sure that you are interpreting correctly.
8. **Avoid Strong Smells**—Go easy on perfume and cologne. Perfumes can trigger allergies and smell association, and some are just offensive to some people.
9. **Research**—Study the company or business that you are interviewing and be prepared to ask some questions when you are asked if you have any questions.
10. **Know When to Ask for Details**—Asking about salary and vacation time is usually not recommended in an interview. However, it is important that you have some idea what the job pays because that will most likely influence your decision if you are offered the job. Most interviewers will explain those kinds of details at some point during the interview.
11. **Use Manners**—If you are interviewing during a meal, use proper etiquette. Do not order the most expensive item on the menu. Also avoid ordering food that might not be very easy to eat and that you might spill. Do not order an alcoholic beverage unless you are interviewing for a job in that type of industry, everyone else is ordering one and it is expected.
12. **Remember the Extras**—Take hand sanitizer and deodorant. The alcohol in hand sanitizer can help dry your hands if they start to sweat.
13. **Thank You Note**—Follow up with a thank you note. This can be either handwritten and mailed or emailed. If you electronically submitted an application and résumé, emailing a thank you note is acceptable. In today's world, many people prefer electronic mail instead of dealing with stacks of paper. Your note should be written and sent immediately after the interview; you want to stay fresh in their minds, especially if you made a good impression.
14. **No Cell Phone**—Turn your phone off during the interview.
15. **Ask Questions**—Be prepared to ask at least one or two questions about the job, the company or even the industry. Show an interest.
16. **No Distractions**—If you are involved in a phone interview, make sure you have a good signal and a good battery if you are on a cell phone. Be free from distractions and background noise. Be somewhere quiet, not driving in your car. Speak clearly and vary your tone. Because they cannot see you and you cannot see them, you will not have the benefit of nonverbal cues.

Adapted from: <https://www.dol.gov/odep/topics/youth/softskills/>



HANDOUT 6

- Professional Pitch Template

Interviewing Skills

ACTIVITY 6

WHAT IS A PROFESSIONAL PITCH?

A professional pitch is a quick, composed and informative summary of a potential applicant's skill set. Interviewers often begin the interview with this comment: "Tell me about yourself." A professional pitch is the perfect response to such a question. This project will help you develop a personal pitch to use to market yourself in any situation (career fair, interview, meeting, etc.).

WHO AM I?

Each person has various identifiers. Some of these identifiers are experience-based. These include name, education, work/volunteer experience and acquired language/certification skills. A person's skill set is also a form of identifier. Before developing a personal pitch, a person must be able to identify their résumé of skills! Use the chart below to brainstorm and record some skills (strengths).

ABOUT THIS ACTIVITY

This activity helps individuals clearly and briefly communicate with confidence who they are and why a potential employer would want to consider them as a candidate!

OBJECTIVES

- Identify professional and employable skills.
- Develop a 30-second professional pitch to be used at career fairs, job interviews, chance meetings or phone conversations.
- Become comfortable giving your professional pitch.

My name is:

EXPERIENCE	SKILL SET

YOUR PROFESSIONAL PITCH

Now, use that list of history and skills to develop your own professional pitch! What makes you unique? As you develop sentences and paragraphs from the information provided, imagine yourself answering the questions: "Tell me about yourself," and "What makes you unique?" Aim for a pitch that is 30 seconds to one minute long.



DELIVERING THE PITCH

Be honest. Be bold. Be unique.



HANDOUT 7

- Practice Questions for Your Interview

Interviewing Skills

ACTIVITY 6

Work in small groups to answer and discuss possible interview questions. Write your answers and responses on notecards. Be prepared to discuss with the class.

Scenario: Interviews are being conducted for the position of a restaurant host/hostess. The business is looking for someone with good customer service and communication skills, who is dependable and who gets along well with others. This will be the first person to greet guests, so it is very important that the host displays a positive and welcoming attitude.

INTERVIEW QUESTIONS

- ▶ Did you bring a copy of your résumé?
- ▶ Tell me a little bit about yourself.
- ▶ What are your strengths?
- ▶ What are your weaknesses?
- ▶ Why do you want to work here?
- ▶ Tell me about a recent job or volunteer position you held.
- ▶ Why did you leave that position?
- ▶ Tell me about a time when you had to handle an unhappy customer.
- ▶ What are your long-term career goals?
- ▶ Do you have any questions for me?



HANDOUT 8

—Thank-You Notes

Don't let the art of saying "Thank you" die out! This simple act may be the one factor that sets you apart from other candidates in a follow-up to an interview or networking interaction.

A personalized thank-you note is an easy way to leave a lasting impression. It shows employers that you appreciated their time and valued their insights. Whether for an informational interview, job shadow or formal interview for a position, a thank-you note is your final opportunity to stand apart from others. This message may be handwritten or emailed and should be sent within 24 hours of an exchange. Employers often will not reply to thank-you notes. They are a professional courtesy on your part and not a call to action for an employer.

Please note the following example response to an informational interview. You will want to tailor a thank-you note to your own experiences, but you'll see the types of topics to include.

Dear Mrs. Hope,

It was a pleasure to meet with you this past week and to learn from your experiences. Thank you for taking the time out of your workday to accommodate a meeting and your willingness to share so much information. I am fortunate to have been referred to speak with you by a fellow Purdue Boilermaker!

As I think about the journey I have ahead, there are two things you mentioned that will shape my actions. You opened my eyes to the importance of getting involved and growing within an organization during my college years. It was fun to hear you reminisce about Dance Marathon; it is truly amazing how much has simultaneously changed and stayed the same. I also appreciated your recollection of decision-making and job-search processes. It is very easy to get caught up in the intimidation of this process, so your advice was very well-received. I have already started researching a variety of opportunities in the field within small-, medium- and large-sized companies!

I look forward to staying connected and continuing our conversation. Thank you for the impact you have made on my career considerations already.

All the best,

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Thank-You Notes article inspired by and customized from Northwestern University's Career Guide. Credit: Purdue University Center for Career Opportunities (<https://www.cco.purdue.edu/>)



WORK/READY

LIFE SKILLS CURRICULUM

The **Work Ready Life Skills Curriculum** teaches participants the necessary skills to obtain the jobs they're looking for and increases the number of qualified applicants for job openings.

