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CAREER LAUNCH

TAKE CONTROL

RESUMES

COVER LETTER

5 YR PLAN

ATTITUDE

START
GREAT FUTURES

JOB SEARCH

EDUCATION

SKILLS

NETWORKING

INTERVIEWING

FACILITATOR GUIDE

JOB

CAREER

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THE NEW CAREERLAUNCH PROGRAM

Background and Rationale

Boys & Girls Clubs of America's CareerLaunch is one element of the Academic Success strategy, BGCA's response to the crisis in American education today. The Academic Success initiative includes an array of effective programs to ensure all Club members progress to the next grade level every year, and graduate from high school on time with a plan for their future.

CareerLaunch, BGCA's premier job-readiness and career-preparation program for Boys & Girls Club youth aged 13 to 18 years, offers a variety of activities to hone teens' decision-making, problem-solving and critical-thinking skills. This comprehensive program introduces young people to the world of work and provides the tools they need to prepare for a future career. The program gives youth the chance to explore various careers based on their interests and talents, helps them determine the corresponding educational path they need to pursue, and guides them in mapping out a plan for their future.

Key Research Findings

Statistics related to career and college readiness underscore the importance of career preparation, beginning as early as middle school.

- **Importance of education.** The Center on Education and the Workforce at Georgetown University predicts the U.S. economy will create 47 million new jobs over the 10-year period ending in 2018. Almost two-thirds of these jobs will require workers to have at least some post-secondary education. Ninety percent of new jobs in growing industries with high wages will require some postsecondary education. (Pathways to Prosperity, 2011; Help Wanted, 2010)
- **Higher employment rates with postsecondary education.** For high school graduates, the unemployment rate is nearly 10 percent. Among those with a bachelor's degree, the rate is about half (slightly less than five percent). (Bureau of Labor Statistics, 2012)
- **Increased earning power.** The more education individuals get, the higher their earnings are likely to be. Those with four-year degrees earn more than high school graduates, with a 65 percent higher median earnings average. (Bureau of Labor Statistics, 2012)
- **College and career aspirations.** Ninety-three percent of middle school youth report their goal is to attend college, yet less than half enroll, and only about one-fourth graduate with a college degree. (College and Career Ready, 2012)

- **Declines in employment.** The percentage of teens and young adults who have jobs is at the lowest level since the 1940s. (“Vanishing Work Among U.S. Teens 2000-10,” 2010)
- **Teens’ summer employment.** Summer employment among teens has declined significantly in recent years across all demographic groups. Although teens are facing increased academic demands and may be working less as a result, teens also have been affected by reduced job opportunities and increased competition for those jobs. (Bureau of Labor Statistics, Monthly Labor Review, May 2010)
- **Barriers to hiring teens.** A 2012 study conducted by Drexel University on the significant decline in teen employment rates identified several key barriers to teen hiring:
 - 1) employers perceive teens’ attendance, punctuality and retention rates to be lacking;
 - 2) teens are not prepared for informal or formal interactions with potential employers; and
 - 3) teens are not coached or prepared to understand the personality component included in many online applications. (“Behavioral Traits Are Biggest Barrier to Teen Employment,” Drexel University, April 11, 2013)
- **Increasing skills gap.** In the current U.S. economy, there is an increasing “skills gap”; many young people today do not have the skills or work ethic required for jobs that pay a middle-class wage. A recent survey of several hundred employers concluded that young people are inadequately prepared for the workplace, especially high school graduates – whom they perceive as “deficient” in basic communication skills, critical thinking and professionalism. (Pathways to Prosperity, 2011)
- The **Partnership for 21st Century Skills** is calling for more focus in education on the development of skills such as critical thinking, problem solving, creativity and communication. (Partnership for 21st Century Skills)
- A recent report published by Child Trends found four competencies to be crucial for college readiness, workplace readiness and healthy youth development: **high personal expectations, self-management, critical thinking and academic achievement.** (“A Developmental Perspective on College and Workplace Readiness,” 2008)

CareerLaunch Program Components

The CareerLaunch program – part of a larger movement geared to encourage Club members toward academic success, high school graduation, goal-setting, college readiness, and career and job readiness – is designed to guide youth as they explore, plan and prepare for a successful career. This initiative builds on other programs such as Diplomas to Degrees (d2D), Power Hour: Making Minutes Count, BE GREAT: Graduate, and Money Matters.

The CareerLaunch program includes the following major components:



The Facilitator Guide

for Club staff and volunteers

This guide offers guidelines for conducting activities with Club members aged 13 to 18 years. It encompasses two focus areas:

1

Job-readiness
skill development

2

Career-preparation
activities

Interactive, engaging experiences are designed to foster awareness, exploration and skill-building in youth as they are guided through the process of preparing for a future career. Also included is a comprehensive implementation guide; pre- and post-tests designed to measure participant changes in attitudes, skills and behaviors; and a tools and resources section offering forms, templates and additional resources.



The Teen Guide

A resource booklet for teens designed to reinforce and support the large-group activities in the Facilitator Guide. It includes practical tips and activities to help teens develop skills needed to enter the workforce and introduce them to a variety of careers.

Both the Teen Guide and the Facilitator Guide are available for download at <http://www.bcga.net>.



The CareerLaunch website

www.myclubmylife.com/careerlaunch

This website provides Club teens, staff and volunteers with online career exploration, college and job-search information – as well as interactive activities.

OVERVIEW OF SESSIONS/ACTIVITIES

Session activities focus on topics critical for teen career preparation. Activities can be completed in an hour or less, are flexible enough to allow for customizing according to group needs and interests, and can be implemented as a complete program or as individual stand-alone modules. Several sessions that focus specifically on topics such as communication, professionalism, attitude, work ethic and other job-readiness skills can be implemented at any time during the program.

Session 1. What is my vision for the future?

Youth examine their beliefs and assumptions about the future, envision the life they would like to have, and consider the steps to take to get the future they want.

Session 2. What does a career provide?

Youth first consider different motivations for working, then they explore and discover the incentives that are strongest for them.

Session 3. What are potential careers?

Youth explore different types of careers and become aware of the growing industries for jobs in the future.

Session 4. What unique contributions can I make?

Youth consider their own strengths, interests, values and passions and then prioritize them to discover what matters most to them.

Session 5. What are realistic options for me to start today?

Youth explore the array of options available for teen workers, including summer jobs, internships, part-time jobs or freelance and contract work.

Session 6. Where do I begin?

Youth become aware of the various individuals in their lives who might be good networking contacts. They also learn and practice strategies for accessing these contacts.

Session 7. What do I need in order to get started?

Youth become familiar with information in job postings, and then practice completing a job application.

Session 8. How can I improve my communication skills?

Youth identify and practice different types of communication styles appropriate for various settings and audiences.

Session 9. How do I prepare for an interview or first contact?

Youth practice the interview process, including preparing for an interview, presenting themselves professionally, and assessing each others' performance.

Session 10. How do I keep a potential employer interested in me?

Youth become familiar with strategies for follow-up after applying for or interviewing for a job, and they learn how to communicate their strengths to a potential employer.

Session 11. What's it really like to work?

Youth explore work ethics, appropriate work behavior and performance expectations.

Session 12. How can I become a valued employee?

Youth examine ways to become a valued employee by learning and practicing important skills that lead to success on the job.

Session 13. What can I do on my own to explore careers?

Youth become familiar with strategies for exploring careers, including informational interviewing, networking, online research and volunteering.

Session 14. What are more formal (structured) ways to explore careers?

Youth learn about structured opportunities for career exploration – such as job shadowing, internships and apprenticeships. They consider ways to approach individuals who can help them arrange these types of opportunities.

Session 15. What factors contribute to career success?

Youth explore key factors (academics, job-readiness skills, good character and mentoring) that contribute to short-term and long-term success at work.

Session 16. What kind of post-secondary education/training can I pursue?

Youth come to understand there are different possibilities for education and training that can lead them to a desired career.

Session 17. When and how do I create a resume?

Youth become aware of the types of information to include on their resumes, and they practice creating their first resume.

Session 18. How do I deal with workplace challenges?

Youth become aware of some common workplace challenges, and they collaborate with others to identify ways to address and resolve them.

Session 19. What other skills and attitudes are important for success on the job?

Youth recognize important attitudes and skills related to ethical behavior.

Session 20. What is my long-range education and career plan?

Youth review the information they have gathered over the course of the program and put it together to create a realistic education and career plan.

OVERVIEW OF IMPLEMENTATION OPTIONS

Depending on your Club's capacity – resources such as funding, staff and time – you can choose to implement the program at three different levels:

TIER 1. ACCESSING CLUB RESOURCES

Implementing CareerLaunch at the Tier 1 level involves accessing Club resources to guide youth through the basic curriculum activities. With the basic curriculum, you can prepare Club members for success by facilitating youth-centered learning, connecting with other programs, motivating and recognizing youth, enhancing learning through the use of technology, and establishing a CareerLaunch Club.

TIER 2. PARTNERING WITH INDIVIDUALS

The Tier 2 implementation level calls for completing all of the Tier 1 activities, plus partnering with individuals outside the Club to provide additional support for youth. This includes encouraging family engagement, involving Club alumni, setting up a mentoring component, and recruiting volunteer assistance.

TIER 3. PARTNERING WITH THE COMMUNITY

Implementing the program at the Tier 3 level provides the highest degree of support for members. It requires a dedicated staff, an intensive case-management approach, and adequate Club/resource capacity. At this level, Clubs integrate all of the Tier 1 and Tier 2 activities, and they form partnerships with the community. This program helps youth explore STEAM careers, experience project-based learning, and investigate college and career opportunities in the real world.

IMPLEMENTING AT THE TIER 1 LEVEL: ACCESSING CLUB RESOURCES

By implementing these basic strategies, you can enhance Club members' experience in the program and move them toward their goal of planning for and pursuing a meaningful career.

Getting Started With CareerLaunch

Following these steps can get you started with the CareerLaunch program:

Recruit and enlist youth in the program.

Review program materials.

Decide on the implementation level that best fits your Club (see page 11).

Determine program staff available to facilitate the program.

Prepare a program schedule that can be posted.

Get input from youth about special activities to be incorporated into the program.

Decide on the Club location or dedicated space for implementing the program.

Send out the “Letter to Parents” (on page 130 of this Facilitator Guide) to solicit their support and suggest specific ways they can help.

Facilitating Youth-Centered Learning

Program design for CareerLaunch is based on the principles of youth-centered learning. Youth and teens gain knowledge independently, figuring out solutions to questions and problems on their own, in partnership with peers, and with coaching from the program facilitator. Through active learning experiences such as role-plays, simulations, problem-solving activities, team collaboration and individual reflection, youth become motivated to learn, engage deeply with the material covered, and retain knowledge and skills. The following general tips will help facilitators make the most of the Club members’ learning experiences.

GENERAL TIPS FOR YOUTH-CENTERED LEARNING

- **Let youth take the lead in learning.** Youth-centered learning empowers youth to take the lead, so the facilitator's role is one of a guide and coach.
- **Keep youth actively engaged in learning.** The program requires very little delivery of information by the facilitator. Instead, the focus is on the application of knowledge and skills to real-life situations.
- **Encourage teamwork.** In a learner-centered setting, facilitators prompt youth to work together to find the answers and solutions they seek, drawing on their own life experiences and those of people they know.
- **Treat youth as co-learners.** Facilitators who envision the group as a learning community can foster an atmosphere of mutual respect in which youth learn from each other and from the facilitator – who learns from them as well.
- **Encourage youth to reflect on what they are learning.** By talking to youth casually about what they are learning and how they are learning it, facilitators can reinforce new knowledge and, at the same time, build Club members' confidence and sense of ownership in the learning process.

Connecting With Other Programs

Youth may come to the Club to participate in a specific program, but their learning is enhanced when they take part in several program opportunities. By linking CareerLaunch with other programs, such as Money Matters or Diplomas to Degrees, you can provide youth access to more resources, more relationships and more learning opportunities throughout the Club. For example, *Session 4: What unique contribution can I make?* in CareerLaunch reinforces youth experiences from Diplomas to Degrees' program *Activity 2: Discovering Your Strengths and Interests*. Similarly, *Session 13: What can I do on my own to explore careers?* and *Session 14: What are more formal (structured) ways to explore careers?* in this program can be linked to Diplomas to Degrees' *Activity 3: Gaining Practical Skills and Experience*.

Motivating and Recognizing Youth

Motivation and recognition are important for encouraging Club members to remain involved once they begin the program. Here are some ways you can motivate and recognize youth:

- **Personally acknowledge participation.** The simple act of individually acknowledging and praising each young person for their participation endorses their commitment and progress.
- **Offer incentives.** Give youth incentives for reaching certain benchmarks – such as completing an online application or writing their first resume.
- **Invite members' opinions.** Members are more motivated and committed to the program if they are involved in decisions. Invite them to come up with ideas for field trips, guest speakers or other events related to the program.
- **Reward youth for completion.** When participants complete the CareerLaunch program, give them a tangible reward. One idea is to print business cards for each youth; these are available free through websites such as Vistaprint.com (<http://www.vistaprint.com>).
- **Host a celebration.** At the end of the school year, celebrate participants who are graduating high school and going on to college or another post-secondary institution as a stepping stone toward their career.
- **Use game dynamics to motivate, acknowledge and reward progress.** Making program participation into a competitive game is an excellent way to motivate, acknowledge and reward Club members' progress. Because youth are so accustomed to receiving rewards or achieving status through online games, they respond very well to game dynamics. Gamification – using elements of programmatic materials in a game-like format – motivates each individual youth by tapping into their desire for competition, status and achievement. More importantly, it inspires the group as a whole as they follow what individual members are achieving. You can develop this sort of motivation for CareerLaunch by following these steps:
 - **Identify milestones.** Milestones can be one of the following: 1) participation in program sessions; 2) completion of CareerBuilders pages; or 3) completion of specific career-preparation activities such as completing an online application, conducting an informational interview, or identifying new network contacts.
 - **Attach rewards to the milestones.** Decide on simple rewards or points that members will earn as they reach the established milestones.
 - **Track progress on a large graph or chart.** Create a visual image illustrating youth progress in the program – similar to the graphics that show completion of an online (LinkedIn) profile. Set up a simple color-coded Excel spreadsheet, or create a graph manually on a bulletin board or Kraft paper. (Figure 1)

Sessions

	1	2	3	4	5	6	7	8	9
Mike	✓	✓							
Kentina	✓	✓	✓	✓	✓				
John	✓								
Karen	✓	✓	✓	✓	✓				
Shonda	✓	✓	✓	✓	✓				
Richard	✓	✓							
Jamal	✓	✓	✓	✓	✓				

Figure 1: Progress Tracker Graph

Enhancing Learning Through the Use of Technology

Technology is an essential part of our daily lives, and youth increasingly rely on it to provide information, connection and fun. Even if your Club and youth have limited access to technology, there are basic strategies you can use to enhance Club members' experience with CareerLaunch and to help them gain the research and communication skills they need as they explore higher education opportunities, check out potential careers, and seek employment. Encourage youth to learn to use these approaches to enhance their educational/career preparation and planning process.

- **Use social media for networking.** Many young people have Facebook accounts with hundreds of friends, so it is important to help them view such social utilities as natural networking tools. Encourage youth to contact friends' parents, teachers or other adults to inquire about higher education or a job search. Help them set up Facebook groups to stay in contact with a subset of people in their network.
- **Set up a professional profile.** LinkedIn claims to be the world's largest professional network, and they allow youth as young as 13 to create a professional profile. Coach youth

to build their online profiles, and emphasize the types of information to include. Encourage them to review their contacts' professional profiles to see what is included.

- **Use Twitter productively.** Encourage youth to use Twitter accounts to follow people who are role models, such as Bill Gates, Warren Buffett or business leaders they admire. They also can use Twitter to follow trends in professional fields that interest them.
- **Support others and seek their support.** Coach youth to use social networking and other utilities to identify their own and others' strengths. They can use the various methods available on these sites to endorse each other. (You might even print up small cards with phrases such as "LIKE" (Facebook), "ENDORSE" (LinkedIn), or "FAVORITE/RETWEET" (Twitter) that youth can pass out to each other.
- **Learn to use video chat technology.** Online video chats are an excellent means of conducting informational interviews when it is not possible to do so in person. Teach youth how to use Skype or Google Hangout, so they are comfortable using this technology for talking to college admissions representatives or potential employers.
- **Check out relevant blogs and websites.** Help youth identify blogs and websites that offer important learning and insight for their career preparation and planning process. One excellent example is VolunteerNation.org, which helps middle school and high school youth find volunteer opportunities (<https://twitter.com/volunTEENnation>). Other examples are Resume Bear Official Blog (<http://blog.resumebear.com/internships/helping-teens-and-college-students-get-summer-jobs/>) and the Public Education Fund (<http://www.pefchattanooga.org/blog/>).
- **Follow local companies and organizations.** Encourage youth to identify local companies and organizations they can follow on LinkedIn or Facebook – or through an organization's website, blog or Twitter account. Websites of local or regional Junior Achievement chapters can be a good place to start. Try, for example, the Junior Achievement Rocky Mountain site (<http://www.jacolorado.org/blog/>) or the Junior Achievement of the Upper Midwest's blog (<http://stillwater.patch.com/blogs/junior-achievement-of-the-upper-midwests-blog>).
- **Share ideas with others.** Youth can start their own blogs through free blog hosts such as LiveJournal, MySpace, Blogger or Facebook. They also can use Padlet, a blank wall that works like an online sheet of paper on which users can put any content. CareerLaunch participants can work together to create a wall or a blog (<http://www.padlet.com>). Encourage them to be creative in responding to session topics, expressing their opinions on a topic, suggesting field trips or guest speakers, or sharing ideas about career preparation and planning.
- **Create commercials, PSAs or presentations.** Participants can illustrate what they have learned by creating brief commercials, public-service announcements or PowerPoint

presentations on topics such as workplace ethics, choosing a career path, identifying higher-education opportunities, or careers for the 21st century. Conducting additional online research is an excellent way to extend the learning and, when youth share their knowledge with others, they recognize how much they have learned. (Software programs such as Movie Maker and Wondershare DVD Slideshow Builder are excellent tools for creating short videos or movies.)

Establishing a CareerLaunch Club

Assist youth who are completing the CareerLaunch program to join together to form a club or “buddy” program to support each other during and after the program. Club members can partner with each other as they explore work opportunities, search and apply for jobs, create their resumes, and explore career interests. By being part of a club or buddy group, youth can have fun, gain support and keep each other accountable as they move toward career goals.

IMPLEMENTING AT THE TIER 2 LEVEL: PARTNERING WITH INDIVIDUALS

By implementing these strategies in addition to Tier 1 approaches, you can enhance Club members’ experience even more by providing one-on-one role models. Family members, Club alumni, mentors and volunteers provide motivation, direction, guidance, encouragement and support to help Club members plan and move toward their career goals.

Encouraging Family Engagement

Family engagement is an important element of program success, and it can be an untapped resource for youth. You can involve family members simply by keeping them informed about their child or teen’s progress in the program. But you also may ask parents and other family members to share their own career-related expertise as volunteers or guest speakers. Begin with these basic approaches for involving parents and caregivers:

Give the “Letter to Parents/Caregivers” to each member before the program begins (on page 130 of this Facilitator Guide).

Encourage each youth to discuss with his or her parents/caregivers the possibilities for work experience, job readiness skills and emerging career interests.

Maintain contact with parents/caregivers on a regular basis throughout the implementation of the CareerLaunch program.

Invite parents to visit and observe the program in progress.

Involving Club Alumni

Club youth respond by knowing others have achieved success. Clubs can honor, recognize and promote the accomplishments of members and alumni who model a positive work ethic, do work they enjoy, or have completed steps toward obtaining a meaningful career. Your Club can establish a peer mentoring program and keep alumni involved by: 1) inviting graduating youth to act as peer mentors to Club members in the CareerLaunch program; and 2) providing jobs for returning members during summer, holidays and other breaks.

Setting Up a Mentoring Component

Studies have consistently shown that children and adolescents benefit greatly from the positive influence of caring adults in their lives. As more and more youth are born into single-parent households, or live with just one parent during part of their childhood, the need for caring, supportive adults in a young person's life becomes even more critical. CareerLaunch provides an ideal opportunity to connect youth with role models and mentors – particularly responsible adults who can offer guidance in the form of personal connectedness; skills training, career opportunities or cultural enrichment; a sense of self-worth; and perhaps most importantly, goals and hope for the future. This type of positive mentoring has been shown to contribute to a wealth of benefits for youth, including:

BENEFITS OF MENTORING

- ✓ Increased high school graduation rates
- ✓ Lower high school dropout rates
- ✓ Healthier relationships and lifestyle choices
- ✓ Better attitudes about school
- ✓ Higher college-enrollment rates and higher-education aspirations
- ✓ Enhanced self-esteem and self-confidence
- ✓ Improved behavior, both at home and in school
- ✓ Stronger relationships with parents, teachers and peers
- ✓ Improved interpersonal skills
- ✓ Decreased likelihood of initiating drug and alcohol use.¹

¹ Jekielek, Susan; Moore, Kristin A.; & Hair, Elizabeth C. (2002). Mentoring programs and youth development: A synthesis. Washington, DC: Child Trends. Retrieved September 10, 2013, from <http://www.childtrends.org/?publications=mentoring-programs-and-youth-development-a-synthesis>.

Club staff members help youth identify and connect with individuals who can commit to guiding them as they prepare for college, explore potential careers, and make a plan for their future.

Mentors can support youth in the following ways:

Awareness	Exploration
Sharing basic information about careers and the world of work.	Collaborating with youth to explore career options based on the youth's interests, strengths and passions.
Preparedness	Bridging the transition
Guiding the young person's decision-making, offering support as the youth gains hands-on experience, and affirming the youth's strengths and skills.	Working with youth to support the transition into the workplace, and from high school to college.

Mentoring is an essential element of the CareerLaunch program. The following guidelines are suggestions to help you set up the mentoring component. They can be adapted according to your Club's specific circumstances – target audience, size, staff members, budget and community resources. (For more specific help in integrating mentoring into your program, see BGCA's *Club-Based Mentoring Program Manual*.)

Decide on the type of mentoring. Different types of mentoring relationships are appropriate for various Club situations, youth populations, and the number of adults available to mentor. One-on-one mentoring pairs one adult with one youth and is appropriate for forming close, sharing relationships. Group mentoring involves one adult with a small group of youth, and these situations lend themselves to teaching, team-building or recreational activities. Peer mentoring allows for a caring young person to develop a guiding relationship with a Club member, acting as a tutor, teacher or role model.

Identify purposes for mentoring. Although the adult-youth relationship is the most important element of mentoring, it is important to identify other specific purposes you hope to achieve.

There are several potential areas of focus that will support the CareerLaunch program:

CAREER EXPLORATION

In this type of arrangement, there is a conscious effort to help youth explore individual strengths, interests and passions, especially as they relate to potential careers. Mentors may teach youth how to prepare a resume and look for a job; they may take them to their place of employment, allowing them to learn more about their occupation; or they may help arrange for internships or part-time employment.

JOB READINESS SKILLS

Mentors can help youth develop important skills such as problem solving, decision-making, planning, goal setting, communication, conflict resolution, time management and values clarification. By helping youth talk through problems and new experiences, mentors can model responsible approaches to everyday situations.

ACADEMIC SUCCESS

Mentors focus on a Club member's academic work, helping the youth on an ongoing basis with class assignments, homework or school projects. The mentor also talks to the member about the importance of Academic Success, important study and work habits, and the connection between education and career.

CHARACTER & LEADERSHIP DEVELOPMENT

Mentors are positive role models and life coaches, giving youth a vision for the future and being a caring companion in their lives. The focus here is on building the relationship between the mentor and Club member. Activities can include talking, playing games, completing activities or projects, attending events, or just spending time together. Through this relationship, youth learn about responsibility, character, caring and leadership.

Offer different options for mentoring involvement. Mentors are more likely to commit to a long-term mentoring arrangement if they have choices about working with youth in the areas most important and interesting to them. Such areas may include sports, technology, the arts or science. They may have opportunities for mentor participation at different levels of engagement, such as assisting with program activities, direct mentoring of youth, or taking a small group to an event.

Define qualifications for mentors. As you think about the types of individuals you would like to mentor Club youth, consider looking for individuals with the following characteristics:

QUALIFIED MENTOR CHARACTERISTICS

- | | |
|-------------------------------|---------------------------------|
| ✓ Adults, ages 18 to 35 years | ✓ Caring and committed |
| ✓ Good listening skills | ✓ Nonjudgmental and accepting |
| ✓ Stable and responsible | ✓ Discreet |
| ✓ Able to provide leadership | ✓ Patient |
| ✓ Reliable and trustworthy | ✓ Outstanding employment record |

Write a mentor position description. The characteristics you identify will be part of a mentor position description where you define the qualities mentors should have. The description should include the desired qualifications, specific functions the mentor will perform, training required for mentoring, options for mentoring, time commitment required (frequency and duration of each meeting, and the minimum time commitment for maintaining the relationship) and location of the mentoring sessions.

Recruit potential mentors. Most individuals get involved in mentoring through their affiliation with employers, community groups or faith-based institutions. So the most effective way to locate mentors for your program is to partner with organizations in your community, such as:

WHERE TO FIND POTENTIAL MENTORS

- | | |
|------------------------------|--|
| ✓ Local businesses | ✓ Police and fire stations |
| ✓ Civic organizations | ✓ Government agencies |
| ✓ Professional organizations | ✓ Local faith-based groups (churches, synagogues, masjids) |
| ✓ Universities and schools | |

Identify parameters of mentoring relationships. Deciding when, where, and how often mentors and youth will meet depends on several factors. Because of mentors' work schedules and the time youth are at the Club, most mentoring sessions will take place after school or on weekends. Because career exploration is a focus, mentoring may extend into the workday. Depending on the nature and focus of the mentoring relationship, mentors and youth may meet at the Club, at a community event or outside location, or at the mentor's place of employment. It is important that mentors establish a regular schedule so youth can count on their meetings – mentors should meet with youth at least one hour a week for a period of one year. Youth need to understand from the beginning the parameters of the relationship so they know what to expect.

Have potential mentors complete an application. All prospective mentors should complete an application that outlines details of their background, such as employment history, personal references, contact information and permission to do background checks. Applications also should outline preferences for the type of mentoring they would like to do, including special interests, times available, and their expectations for the mentoring relationship.

Screen potential mentors. Screening of mentors should include character-reference checks, including employment records, personal references and driving records. Face-to-face interviews allow you to discuss the program's expectations and explain the qualifications you require. Criminal background histories should include regular state background checks as well as child-abuse registry checks.

Conduct orientation meetings for mentors. Mentors should be given a formal orientation at the Club. They should be introduced to Club staff, tour the facilities, and observe Club activities. Properly oriented and assisted, new mentors can learn to navigate the Club's busy environment and work with their youth's families and communities. Mentors not accustomed to the noise and activity level of a Club can find using the Club facility over-stimulating and distracting. New mentors need a comprehensive orientation to the Club and its rules, access to staff assistance, and help in troubleshooting problems. You may want to conduct a group training session in which you give an overview of the program (goals, purpose, etc.), outline the roles and responsibilities of mentors, review your Club's safety and security regulations, discuss cultural sensitivity, and discuss situations that may arise in the mentoring relationship.

Provide parameters for mentors. Mentors need written parameters to help them understand specific policies that relate to their role as mentors, including rules related to off-site activities.

Match mentors with youth. Mentors and youth can be paired in one-to-one relationships, in groups with one mentor and several youth, or in groups with several mentors and several youth. Youth experience more positive outcomes when they participate in both one-on-one and group mentoring activities. As you begin to match youth with appropriate mentors, consider the following criteria for compatibility:

Personal Preference	Temperament
Mentors and youth may request certain qualities in their match.	Try to match personality and behavior styles.
Life Experience & Interests	Race or Ethnicity
Match similarities in hobbies, lifestyle or family makeup.	Pairing mentors with youth of the same race or ethnicity can help in developing a strong relationship.

Involve parents/caregivers. Club leaders need to explain the mentoring program to parents/caregivers, encouraging them to let their youth have a mentor and to be involved in the process. This involvement goes beyond simply giving permission; it means getting to know the mentor and participating in Club events. It also is important to ask parents, before the program begins, to make every effort to have their child at the Club for each mentor visit, and to contact the program coordinator in advance if their child/teen cannot be present.

Monitor mentoring relationships. It is essential that you or another Club staff member stay in regular contact with mentors, Club members and parents to see how the mentoring relationships are going. Check in at least once a month for the first six months. Such contact can take place by telephone or in person. As you observe mentors interacting with youth in Club activities, you will get a sense of how relationships are developing and whether mentors and youth are compatible.² At the end of six months, the program coordinator should conduct a formal assessment of the match with the mentor, Club member and parent.

Recruiting Volunteer Assistance

While mentors work directly with youth and form long-term supportive relationships with them, volunteers support program implementation in other ways – such as assisting with session facilitation, serving as chaperones on outings or field trips, or participating as guest speakers. There is a growing emphasis today on corporate social responsibility (CSR), and companies

² Suggestions for setting up a mentoring program are adapted from BGCA's *Club-Based Mentoring Program* (2010); and MENTOR/National Mentoring Partnership (2005). *How to build a successful mentoring program using the elements of effective practice™: a step-by-step tool kit for program managers*. Alexandria, VA: MENTOR/ National Mentoring Partnership. Retrieved September 10, 2013, from http://www.mentoring.org/downloads/mentoring/_413.pdf.

are increasingly willing to make monetary donations, contribute in-kind resources and, most importantly, to encourage employees to volunteer their time for service in the community. Your Club's development officer, outreach worker or fundraiser may connect you to these companies who reward or provide incentives for their employees to volunteer. If you already have established community partnerships to support your CareerLaunch program, those organizations will be an excellent resource for volunteer help. Here are some tips for making your volunteer program successful:

Create a job description for each volunteer role.

Offer a selection of light-, medium- and high-level volunteer opportunities.

Encourage staff to work closely with volunteers so they feel valued.

Train volunteers in how to work with youth and teens.

Provide opportunities to volunteers who have career skills and networking contacts.

Give volunteers opportunities to demonstrate their expertise.

IMPLEMENTING AT THE TIER 3 LEVEL: PARTNERING WITH THE COMMUNITY

Implementing the program at Tier 3 means integrating all of the Tier 1 and Tier 2 approaches and forming partnerships outside the Club to help youth explore STEAM (science, technology, engineering, art and math) careers, experience project-based learning, and investigate college and career opportunities in the real world.

Helping Youth Explore STEAM Careers

More and more career fields today, from entry-level jobs to advanced positions, require workers to be able to think critically, work independently and use sophisticated skills. At the same time, fewer college students are choosing technical fields like engineering and the hard sciences,

resulting in fewer potential workers for those fields. Encouraging young people to explore STEAM careers early provides a foundation for fostering their interest and equips them with entry-level skills for the workplace and post-secondary education. The following are some preliminary ideas for helping youth explore STEAM careers.

- **Encourage a team of youth** to investigate potential STEAM careers – the requirements and education needed for particular jobs and predictions for those careers in the future.
- **Ask family members, mentors and volunteers** who work in any of the STEAM careers to come to the Club to talk to youth, or to arrange a visit to their place of business.
- **Arrange to take Club members to a local college or university** that has departments in any of the five STEAM areas. If possible, allow interested youth to sit in on a class in their chosen field, observe workers in a lab, or watch an artist at work or in performance.
- **Invite local business people** working in any of the STEAM fields to come to the Club for a panel discussion about their careers. Encourage youth to plan questions for the panel.
- **Invite guest scientists** to the Club to conduct experiments with students and to talk about what it is like to work in a STEAM field.
- **Using tools like Skype**, arrange to take youth on a virtual tour of a laboratory, and walk them through the various stages of experimentation.
- **Encourage youth** interested in the STEAM fields to form clubs around their interests. Suggest they give their clubs fun names, such as “Technology Pioneers.”
- **Recommend youth compete** in school science fairs or arts competitions. Create a group to work together and support each other as they prepare for the competition.
- **Suggest youth spend time** exploring the science- and technology-related sites at “STEM Career Websites for Students” (<http://www.sciencepioneers.org/students/stem-websites>), Worcester Polytechnic Institute’s “Explore the Internet” page (<http://www.wpi.edu/academics/stem/resources.html>), or “STEM Education: Over 25 STEAM Links” (<http://21centuryedtech.wordpress.com/2014/02/17/stem-education-over-25-steam-links-filled-with-resources-and-information/>).
- **Take interested youth on a fieldtrip** to a local air and space museum, museum of science and industry, or any museum with STEAM-related exhibits.

Incorporating Project-Based Learning

A type of learner-centered education that is gaining momentum is project-based learning, which gives youth the opportunity to:

- ✓ Tackle real-world problems and issues through a tangible project.
- ✓ Design, shape and make important choices related to their project.
- ✓ Practice collaboration, decision-making and critical-thinking skills.
- ✓ Build communication and presentation skills through sharing their projects with others.
- ✓ Demonstrate in tangible ways learned key concepts and skills.

The following are several examples of projects that CareerLaunch youth could do to enhance their understanding about job-search skills and career exploration:

- Create “video resumes” to highlight interests, skills, experiences and career aspirations.
- Use digital storytelling to develop and communicate information about a specific career field through short video documentaries.
- Develop and teach workshops on specific career fields.
- Create print and Web-based job search materials for use with other Club members.
- Develop an informational website for others interested in specific jobs.
- Interview employees from local companies to discover skills they use on a daily basis.

Check out the following websites to find other ideas for career-related projects:

- The NAF/Pearson Foundation Digital Storytelling Project (<http://pearsonfoundation.org/NAF>)
- What Kids Can Do (<http://www.whatkidscando.org/index.asp>)
- STEPs (link to <http://itd.usd259.org/steps/pbl.htm>)
- Edutopia™ – The George Lucas Educational Foundation (<http://www.edutopia.org/>)
- Great Student Work (<http://www.bobpearlman.org/BestPractices/StudentWork.htm>)

Parents and family members can assist at the Club with project learning by providing additional resources, or by being audience members for youth projects presentations. Volunteers and mentors can work with youth to serve as project directors, content experts or members of exhibition panels for career-specific projects. And community organizations, employer partners, and institutions of higher education can support project-based learning by engaging youth to solve real problems for their schools, businesses or organizations.

Offering Real-World Experiences

By building relationships with community resources, you can provide opportunities for youth to gain real-world work experience and job-readiness skills. Your Club may already have formal relationships with corporations that partner with youth-serving organizations. You also may identify, develop and leverage relationships with other organizations that are able to provide a variety of resources to youth. Your Club's development officer is a valuable resource to identify such resources in your community.

- **College tours.** Taking youth to a college campus helps them get a sense of what college life is like, and it motivates them to think of themselves pursuing post-secondary education. By contacting the admissions office, you can arrange to take a group tour of various departments, facilities and campus grounds.
- **College fairs.** Youth participating in college fairs have the opportunity to get information from a wide range of post-secondary institutions, and even talk one-on-one with representatives from selected schools. Visit the website of NACAC (National Association for College Admission Counseling; <http://www.nacacnet.org/college-fairs/pages/default.aspx>) to locate college fairs, or performing and visual arts college fairs, in your region.
- **Guest speakers.** Bringing guest speakers to the Club is one of the best ways to expose youth to career options. Consider asking individuals from the local community working in a variety of fields, such as finance/business, sports, the arts, science, newspapers, health care or education.
- **Workplace visits/tours.** If your area has one or more large companies nearby, arrange to take youth on a workplace visit or tour. Contact the human resources department, and a representative will let you know how to prepare youth and what to expect on the visit.
- **Group job shadowing.** Job shadowing allows youth to immerse themselves in the world of work, where they can gain first-hand knowledge about careers and the job requirements. Club members can connect with adults in career fields that interest them, and learn about a specific job by observing a professional carrying out normal workday activities. One approach is to partner with a large organization with a diversity of jobs (such as a college campus or hospital), so youth can arrive as a group, but then split up to shadow

professionals in computer support, administration, grounds keeping, transportation, culinary arts, etc. To get started, contact someone in the human resources department of your selected organization.

- **Internships.** Through community partnerships, you can arrange paid or unpaid internship/work opportunities for qualified youth – giving them the chance to apply skills and knowledge to real-world work experiences. Encourage youth to use social-media sites to network with all of their contacts, and help them search for summer internship opportunities at Internships.com (<http://www.internships.com/summer>), FastWeb (<http://www.fastweb.com/career-planning/articles/205-internships-for-high-school-students>) or InternMatch (<http://www.internmatch.com/s/summer-internships>).
- **Career fairs/career days.** The purpose of a career fair/career day is to introduce youth to careers by bringing community members to the Club to describe their jobs, skills and education. Enlist youth to organize the career day by setting up teams to carry out major tasks – such as scheduling, inviting speakers, acting as greeters on the day of the fair, and advertising the event to the community.

SESSION 1

WHAT IS MY VISION FOR THE FUTURE?



Learning Objectives

Identify visions for the future; recognize elements of a desired life; acknowledge beliefs and assumptions about the future; acknowledge potential stepping stones or obstacles to that future; explore the connection between earnings and a desired future



Skills Objectives

Critical thinking, creativity, visioning



Time

45 minutes



Materials

Collage materials (magazines, scissors, glue sticks, cardstock and markers), laptop computer, Internet connection and projector (preview the “M.A.S.H. Calculator: How Much Will My Lifestyle Cost?” at <http://www.learnvest.com/knowledge-center/m-a-s-h-calculator-how-much-will-my-lifestyle-cost/>)

Overview

The group completes a game/quiz together to explore the link between lifestyle and the earnings needed to create it. They explore their own visions for the future through an individual creative activity, and then talk in pairs about potential steppingstones or obstacles.

Activity

1. Discuss with youth the importance of thinking about their futures and considering the type of life they would like to have.
2. Tell participants they will do a version of a game called “M.A.S.H.” (mansion, apartment, shack or house). Access the “M.A.S.H. Calculator: How Much Will My Lifestyle Cost?” at <http://www.learnvest.com/knowledge-center/m-a-s-h-calculator-how-much-will-my-lifestyle-cost/>. Lead the group through the quiz, using members’ suggestions to answer questions. At the end of the quiz, a suggested income will appear. Discuss reactions to this number, how feasible it is, and the choices that could influence this salary requirement. Complete the quiz several times, using different lifestyle choices to show options.
3. Ask youth to consider beliefs about the future. For example, some believe their lives will work out the way they want without any effort. Some think they will never have what they want, no matter how hard they work. Others have a vision for the future and believe they can work toward creating it. Discuss the different beliefs members have.



Note

If mentors are involved in the CareerLaunch program, they can assist youth in developing their Career Portfolios.

4. Invite youth individually to create collages depicting how they want their lives to look in the future. Encourage them to think about not just things, but also qualities like fun, freedom, adventure or giving. Collages may include drawings, words and/or pictures created or cut from magazines. Divide the group into small teams, and distribute magazines, cardstock, markers, etc. Allow participants about 20 minutes to complete the collages.

Wrap up

Have youth find partners to talk with about their collages. Ask them to explain to each other why they included certain elements and what they mean. Encourage pairs to consider potential steppingstones or obstacles to their desired futures. Ask participants to keep their collages not only as inspiration for themselves, but also for future use in this program.

CareerBuilder

Remind youth that in the Diplomas to Degrees (d2D) Program, they developed (or will develop) a College Portfolio, organizing in one place everything they need for college planning and preparation. Say that they will do the same thing for CareerLaunch. Refer youth to the pages in the CareerLaunch Teen Guide (Section One), and say that they will create a Career Portfolio, gathering and recording the information for career planning and preparation. Explain that you will let them know when to make notes on the pages in the Career Portfolio.

SESSION 2

WHAT DOES A CAREER PROVIDE?



Learning objectives

Consider factors that motivate people to work; explore the importance of having a career aligned with personal values



Skills objectives

Communication, critical thinking, active listening, providing constructive feedback



Time

45 minutes



Materials

Resource 2A – Career Motivations (cut apart into six cards)

Overview

When youth think about work, making money is often the first motivation that comes to mind. This activity encourages them to consider other reasons people work. Through a friendly debate, youth explore and discover the incentives they feel are strongest.

Activity

1. Discuss the differences between a job and career.

Ask youth to identify what they believe is the number one reason people work. Say that the activity will give youth a chance to explore several of the factors that motivate people to work. Divide the large group into six teams, and give each group one of the cards from *Resource 2A – Career Motivations*:

- Make money.
- Create or produce something.
- Keep learning.
- Make a difference in the world.
- Love what you do.
- Be recognized as important.

2. Explain to teams they will have five to seven minutes to prepare for a debate on the question, “Why do people work?” Two teams will face off against each other, and each will have a 30-second introduction, a two-minute argument, and a 30-second closing. After each debate, peers will evaluate which team had the best argument by

assigning a score of 1 to 10 to each. In the next round, two more teams will debate, and peers will evaluate them. Once all six teams have debated and been evaluated, tally the total scores and announce a winner.

Wrap up

Discuss strengths and weaknesses of certain arguments, the importance of values, and the connection between personal values and character. Invite youth to consider the link between career, values and character by asking such questions as: What do you hear people say when they enjoy their work? How will you know if your work is meaningful to you? How does your character affect your motivation for work or career?

Resource 2A – Career Motivations

**MAKE
MONEY**

**CREATE OR
PRODUCE
SOMETHING**

**KEEP
LEARNING**

**MAKE A
DIFFERENCE IN
THE WORLD**

**LOVE WHAT
YOU DO**

**BE RECOGNIZED
AS IMPORTANT**

SESSION 3

WHAT ARE POTENTIAL CAREERS?



Learning Objectives

Discover many different types of careers; become aware of key jobs of the future; begin to identify interesting career fields



Skills Objectives

Active listening, communication, critical thinking

Time

45 minutes



Materials:

Resource 3A – Potential Careers (cut apart into strips), tape or safety pins

Overview

Through a simple game similar to “Who am I?” participants explore different types of careers and become aware of the growing industries for jobs of the future.

Activity

1. Introduce this activity by asking youth what they think some important jobs of the future will be. Encourage them to consider how they spend their time and what they notice in the world around them. Point out that most job growth is expected to occur in these industries:
 - Health care.
 - Personal care and social assistance.
 - Construction.
 - Science and technology.
 - Education.
2. Discuss the reasons these fields are growing rapidly.
3. Using strips from *Resource 3A – Potential Careers*, randomly attach a career to each youth. Pin or tape the strip to each member’s back so others can read it, but be sure the participant is not able to see it. Invite youth to mingle and try to identify the careers pinned to them. They may ask others *only* “yes” or “no” questions; those answering should give only “yes” or “no” answers. It’s particularly important that they may *not* use any word in the career name.

Wrap up

Discuss which careers in this game were easiest or most difficult to guess, and explain why. Invite participants to consider the careers mentioned in this activity and whether they may be of interest to them. Remind them jobs in the health care and technology sectors are now in high demand, and will continue to be in the future.

CareerBuilder

Refer participants to “CareerBuilder: My Career Interests” on p. 6 in their Teen Guides. Tell them this page is part of the Career Portfolio, and they can make notes here as they discover more about potential careers they are interested in.

Resource 3A – Potential Careers

COMPUTER NETWORK ADMINISTRATOR

You run the day-to-day operations of an organization's computer network.

CONSTRUCTION EQUIPMENT OPERATOR

You are an equipment operator, who will run everything from bulldozers to pile-drivers (which drive piles into the soil to provide foundation support).

DENTAL HYGIENIST

You will be prepping patients for dental treatment, assisting the dentist and sterilizing equipment.

ICE CREAM TASTER

You are a qualified food scientist with a degree in chemistry, and you taste ice cream.

HOT DOG VENDOR

You run a food truck that serves hot dogs.

SOCIAL MEDIA MANAGER

You work for a firm that uses social media like Facebook, LinkedIn, and Twitter to market its products and services. Your job is to oversee and manage the marketing strategies.

PAINTER

You paint homes and businesses, new and remodeled buildings.

PHYSICAL THERAPIST'S ASSISTANT

You provide physical therapy treatments under the direction and supervision of a licensed physical therapist, and perform a variety of tasks such as: exercises, massages, electrical stimulation, hot and cold pack application, traction and ultrasound.

SYSTEMS SOFTWARE DEVELOPER

You create everything from word-processing programs to applications for tablets and smart phones.

PLUMBER

You install plumbing into new buildings, and low-flow faucets and toilets to increase water efficiency.

ELECTRICIAN

You install electrical wiring to increase connectivity at home and at the office.
You use alternative energy, including solar and wind power, for both housing renovation and new construction.

PERSONAL FINANCIAL ADVISOR

You assist with individuals' investments and money matters.

NURSE

You provide medical treatment with a focus on preventive care and illnesses – in hospitals, doctors' offices, long-term care facilities and even private homes.

AUTOMOTIVE SERVICE TECHNICIAN

You work to repair car and truck engines.

COMMUNICATION TECHNICIAN

You install, repair and maintain telecommunications systems.

LANDSCAPE GARDENER

You design and plant gardens and landscapes for residential and commercial properties, including playgrounds and golf courses.

POWER ENGINEER

You work with boilers, steam and gas turbines, generators and all kinds of power things.

CHEF

You design menus and recipes, and cook and prepare food for restaurants, hotels or other service facilities.

WELDER

You join and sever metals for use in construction, engineering and other industries.

BRICKLAYER/MASON

You lay and fix bricks for walls, fireplaces and walkways.

REHABILITATION AIDE

You implement various treatment programs to get people back on their feet after an injury or accident.

BIOMEDICAL ENGINEERING TECHNOLOGIST

You work with and fix biomedical equipment.

EMERGENCY MEDICAL TECHNICIAN (EMT)

You administer emergency medical services and drive an ambulance.

PHYSICAL THERAPIST

You help people who have injuries or illnesses improve movement and manage pain – especially patients with chronic conditions or injuries.

HOME HEALTH AIDE

You work in private homes and residential facilities to care for individuals with disabilities and those recovering from illnesses.

PHARMACIST

You are in the field of health sciences focusing on safe and effective medication use; you fill prescriptions for patients.

INFORMATION TECHNOLOGY (IT) PROGRAMMER

You write, test and maintain computer programs to ensure they meet the needs of the users of the computer system.

ALTERNATIVE ENERGY EDUCATOR

You have a scientific mind and enjoy research about the care of Earth's future.

CYBER SECURITY SPECIALIST

You are a trained computer professional who can protect websites from hackers, viruses and other potential problems.

GENETIC COUNSELOR

You are a doctor who runs tests to predict genetic conditions, helping patients make decisions about available genetic technologies and options.

SESSION 4

WHAT UNIQUE CONTRIBUTION CAN I MAKE?



Learning objectives

Identify and recognize strengths, interests, values and passions; begin to connect these qualities with potential career paths



Skills objectives

Self-assessment, following directions, creativity, setting priorities



Time

45 minutes



Materials

Resource 4A – *Strengths, Interests and Values*; paper; cardstock; colored markers; sample of word cloud (see <http://www.worditout.com> for ideas)

Overview

Youth consider their own strengths, interests, values and passions, and then prioritize them to create a visual representation of what matters most to them.

Activity

1. Distribute paper, cardstock and markers to youth.
Ask them to individually select words that best describe their strengths, interests, values and passions. Encourage them to be creative in coming up with random words, but they should all relate somehow to who they are and what matters most to them. To give them a few ideas, read some of the phrases or words from *Resource 4A – Strengths, Interests and Values*. After youth have written their lists, ask them to place a “1” next to the top three words – those that *best* represent them. Have them do the same with the next level of words, marking those with a “2” next to them (as many as five or six words).
2. Explain they are going to make a visual representation of these words; it is called a “word cloud.” Show the sample you have printed. Tell youth to first print the top three words largest on the blank cardstock, using any design, colors and size they choose. Next, they will do the same with the second level of words, making those smaller. Finally, they will add the remaining words in smaller print around the others. Point out that they have created a visual representation of some of their qualities, strengths and passions. This visual representation will help them keep these qualities in mind as they begin to explore careers.

3. Once youth have completed their word clouds, encourage them to do an online interest inventory, like the one on www.myclubmylife.com/careerlaunch. Another good place to start is the “What Do You Like?” page on the Bureau of Labor Statistics website: <http://www.bls.gov/k12/index.htm>.

Wrap up

Ask youth to discuss their interests and passions with peers in pairs or small groups. Invite several volunteers to present their word clouds to the large group.

CareerBuilder

Refer participants to “CareerBuilder: My Skills, Talents and Strengths” on p. 7 in their Teen Guides. Tell them this page is part of the Career Portfolio, and they can make notes here as they discover more about their own strengths and how they relate to careers.

Resource 4A – Strengths, Interests and Values

achiever	educated	involved	risk-taker
adventurous	energetic	Joyful	seeks improvement
alert	enterprising	kind	sees big picture
ambitious	enthusiastic	leads others	self-confident
aspiring	entrepreneurial	loyal	self-giving
athletic	faith in life, in others	mature	selfless
aware of opportunities	flexible	modest	self-reliant
calm	focused	motivated	sense of humor
candid	forgiving	objective	sensitive
caring	friendly	observant	serious
charitable	generous	open-minded	sincere
cheerful	gentle	optimistic	spiritual
completes	goodness	organized	stamina
considerate	graceful	patient	strength, strong
constructive	gracious	peaceful	stress-free, relaxed
cooperative	grateful	perseveres	sympathetic
courageous	hard-working	persistent	systematic
courteous	helpful	personable	sees others' views
creative	high goals	polite, mannered	tenacious
decisive	honest	positive	thoughtful
deliberative	hopeful	practical	tolerant
delightful	humble	punctual	tough
determined	humility	realistic	trusting
devoted	imaginative	regular	trustworthy
diligent	takes initiative	reliable	unpretentious
disciplined	innovative	resourceful	unselfish
does what is right	insightful	respectful	well-behaved
dynamic	intelligent	responsible	wise

SESSION 5

WHAT ARE REALISTIC OPTIONS FOR ME TO START TODAY?



Learning objectives

Become aware of the many options for teen jobs; consider possibilities for starting work now



Skills objectives

Active listening, communication, brainstorming, critical thinking



Time

45 minutes



Materials

Paper (cut into strips), pencils or pens, stopwatch or timer, bowl, hat or container, laptop computer, Internet connection and projector (preview videos of individuals talking about their first jobs on the White House website at: <http://www.whitehouse.gov/economy/jobs/youthjobs/>)

Overview

Youth play a fun game in which they compete to identify from clues different jobs that are possible for teen workers.

Activity

1. Show several videos of well-known individuals talking about their first jobs (from the White House website: <http://www.whitehouse.gov/economy/jobs/youthjobs/>).
2. Explain to youth that this activity is to help them consider all teen job options, realistic or not, in order to get them thinking about their possibilities. Encourage them to think about internships, as well as paid job options. Distribute slips of paper and pencils/pens. Ask each participant to identify three jobs teens can do, and write them on separate slips of paper. Encourage them to be as creative as possible. Collect and read all slips of paper, and add ideas not suggested by youth or that are regionally specific (jobs in retail, food service, warehousing, computers, delivery, theater/entertainment, retail or sales, medical professions, camps, education, sports). Remove duplicates and place all slips of paper in a bowl/hat.
3. Divide the large group into two teams, and explain the rules. One player from Team A pulls a slip of paper from the bowl/hat and then very quickly describes it to teammates, who guess what it is. Once team members guess (or if they take too long to guess), the player picks another slip of paper. This player has one minute to describe as many jobs as the team can guess in that time, keeping aside the slips of paper the team has guessed correctly. Only members of Team A may guess.

The player must *not* say the word(s) on the paper or any variation of the word(s); if someone accidentally says the word(s), play goes to the other team.

4. After one minute, play goes to the first player on Team B, and so on. Play continues until all slips of paper are gone, alternating players and teams. Tally the teams' correctly guessed slips of paper and declare a winning team.
5. If time allows, place all slips into the bowl/hat and begin a new round in which, instead of describing the word, participants use *only* gestures.

Wrap up

Invite youth to consider and discuss which job and internship options may be most realistic for them right now. Encourage them to discuss where these jobs and internships may be found, and how youth might go about gathering more information. Ask if anyone has realized some new options after playing the game.

CareerBuilder

Refer participants to "CareerBuilder: My Work/Leadership Experience" on p. 8 in their Teen Guides. Tell them this page is part of the Career Portfolio, and they can make notes here as they gain more work experience and discover how it relates to potential careers.

SESSION 6

WHERE DO I BEGIN?



Learning objectives

Understand the importance of networking; identify individuals and resources; become aware of comfort level and skills for getting started; practice interacting with adults who can help with job search



Skills objectives

Active listening, critical thinking, brainstorming, contributing appropriately in a group situation, goal-setting



Time

45 minutes



Materials

Five small tables with chairs, *Resource 6A – Networking and Job Search* (cut apart into strips and placed at each table), signs for each table with the following names:

- 1) Basic search ideas
- 2) Networking
- 3) Your circle of contacts
- 4) Talking to contacts
- 5) Online networking and search

Overview

In looking for their first work experience, youth often start by networking with individuals they already know. Through a process called The World Café™, a simple method for fostering small-group dialogue (more information can be found at <http://www.theworldcafe.com/method.html>), youth become aware of various connections they have and practice strategies for accessing them.

Prior to the activity, ask participants to think about these questions: *Who are some people I already know who might help me think of potential jobs? How strong are my connections to these people? How comfortable am I talking to them right now?*

Activity

Explain to youth that they will do an activity that helps them understand the importance of networking in a job search. Point out that most first jobs come through connections with people they already know. So it is important to identify who these contacts are and learn how to approach them. Assign youth to sit randomly at one of the five tables, and point out the slip of paper with the questions on it. Instruct participants to brainstorm with one another to respond collectively to the questions. After seven minutes, tell all youth to switch to a table with different tablemates, and repeat the process.

Wrap up

Invite volunteers to share what the activity made them aware of, in terms of important connections in their own lives, and how they might access their connections.

Resource 6A – Networking and Job Search

1

Basic Search Ideas

1. What are some strategies you could use to look for a job?
Think of as many creative ways you can.
2. How do you think most teens find jobs?

2

Networking

1. What do you think a personal network is?
2. What does it mean to network?
3. Why do you think it's important to network when looking for a job?

3

Your Circle of Contacts

1. Who are the people closest to you who might know about potential jobs you could do?
2. Moving outward from those closest to you, who else might you talk to about potential jobs?

4

Talking to Contacts

1. What are some questions you could ask a person to find out more about her or his job?
2. What are some questions you could ask a person to find out if he or she knows of any potential jobs?

5

Online Networking and Search

1. What are some ways to use the Internet to learn about possible jobs?
2. What are search terms you could use to get started with a job search?
3. How can you use Facebook, Twitter or LinkedIn to network or find jobs?

SESSION 7

WHAT DO I NEED IN ORDER TO GET STARTED?



Learning objectives

Become aware of the requirements for getting a job; understand the job-application process; become familiar with completing a job application



Skills objectives

Following directions, critical thinking, working as a member of a team



Time

45 minutes



Materials

Pencils/pens, flipchart, markers, *Resource 7A – Mad-Lib Job Description*, *Resource 7B – Mad-Lib Job Requirements*, *Resource 7C – Parts of Speech “Cheat Sheet,”* *Resource 7D – Job Posting*, *Resource 7E – Job Application*

Overview

Many youth may not know where to begin when selecting an appropriate job to apply for or in filling out a job application. Participants complete a Mad-Lib-style as a fun way to become familiar with information in job listings, and then practice completing a job application.

Activity

1. Divide the large group into teams of four members each. Explain the rules of Mad-Lib. Each team will have two pairs, and each pair will have either *Resource 7A* or *Resource 7B*. One person in each pair will be the designated writer, who will ask the partner to come up with random words based on the parts of speech indicated in parentheses. The writer writes the partner's words above the missing spaces of the Mad-Lib, but does *not* read the paragraph aloud. Distribute copies of *Resource 7C – Parts of Speech “Cheat Sheet”* to team members.
2. After both pairs on the team complete their Mad-Libs (either *Resource 7A* or *Resource 7B*), they come back together in their small group to share the completed job descriptions and job requirements. Invite volunteers to share any particularly funny Mad-Libs with the large group.
3. Discuss the qualifications employers might look for in a real job description or posting. Write on a piece of flipchart paper the qualifications group members identify. Read aloud the description of a job for a crew member in a fast-food restaurant (*Resource 7D – Job Posting*).

4. Give each team a blank job application (*Resource 7E – Job Application*) to complete together. Point out this application corresponds to the job posting for a fast-food restaurant crew member. Have participants use a team name and combined experience and information to complete the application. Point out they should use real information from their own lives, rather than making it up.

Wrap up

Have groups discuss what they included or did not include in their job applications. Discuss how to respond to challenging questions. Tell youth that more and more employers are including online personality assessments as part of the application process. These assessments ask questions like, “Do you keep your room clean?” and others that may seem silly, but need to be taken seriously. When youth answer these questions they are interacting with a recruiter and may negatively impact their chances of being hired if they treat the assessment as a joke.

Point out that youth sometimes are required to complete an application online, but often they deliver it in person. Ask for several volunteers to role-play an in-person job application process. Tell youth they will have a chance to practice this type of conversation later in the program.

Resource 7A – Mad-Lib Job Description

[Pair #1]

MAD-LIB
JOB DESCRIPTION

Seeking _____ in the _____
(potential job) (your town)

area. We are looking for a _____ ,
(adjective)

_____ addition to our team. Daily tasks might
(adjective)

include _____ , but we
(ing-verb) (noun)

promise you'll never have to _____. We don't
(verb)

believe in such a thing. It may be your responsibility to assist

_____ as being a(n) _____
(plural noun) (adjective)

team player.

Resource 7B – Mad-Lib Job Requirements

[Pair #2]

MAD-LIB
JOB DESCRIPTION

Must be good with _____. They can sometimes
(plural noun)

be _____. But, hey, That wouldn't be as bad as
(adjective)

working with _____ !
(plural noun)

Timeliness is important to us, so we expect you to be

respectful of that. That being said, if you get

_____ by a _____, we can adjust.
(verb) (noun)

Employees must also be at least _____.
(age)

Sorry, but we can't encourage underage _____.
(ing-verb)

Resource 7C – Parts of Speech “Cheat Sheet”

Verbs

These are doing, being or having words. Verbs describe some form of action; they tell you what is happening (examples: agree, be, go, have, ask or do).

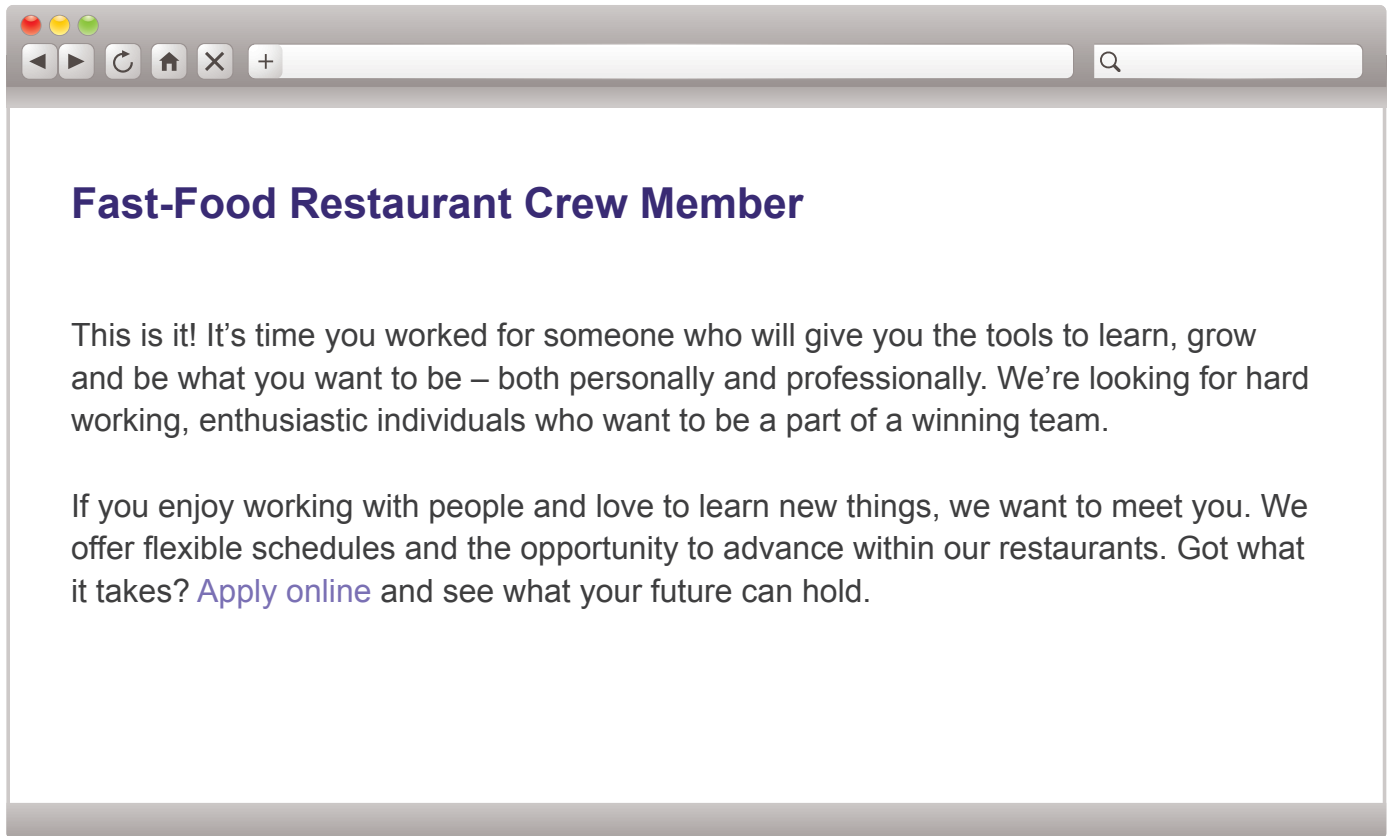
Adjectives

These are words that describe nouns. Adjectives tell you what somebody or something is like (examples: angry, brave, healthy, fun, little, old or smart).

Nouns

These are the names of people, places and things. There are common nouns (examples: cat, milk, car, chair, lamp) and proper nouns (examples: Douglas, Australia, St. John’s Church).

Resource 7D – Job Posting



Fast-Food Restaurant Crew Member

This is it! It's time you worked for someone who will give you the tools to learn, grow and be what you want to be – both personally and professionally. We're looking for hard working, enthusiastic individuals who want to be a part of a winning team.

If you enjoy working with people and love to learn new things, we want to meet you. We offer flexible schedules and the opportunity to advance within our restaurants. Got what it takes? [Apply online](#) and see what your future can hold.

Resource 7E – Job Application

Instructions: Print clearly in black or blue ink. Answer all questions. Sign and date the form.

Personal Information

First Name	M.I.	Last Name
Street Address		
City	State	ZIP
() Phone Number		

Are you eligible to work in the United States? Yes ☐ No ☐

If you are under age 18, do you have an employment/work permit? Yes ☐ No ☐

Have you been convicted of or pleaded 'no contest' to a felony/misdemeanor in the last five years? Yes ☐ No ☐

If yes, please explain:

Position/Availability

Position Applied For _____

Days/Hours Available

	MON	TUES	WED	THURS	FRI	SAT	SUN
From							
To							

What date are you available to start work? _____

Education

Name of School

Address of School

Degree

Diploma

/ Graduation Date**Skills and Qualifications** (Licenses, Skills, Training, Awards)**Employment History**Present ☐ or Last Position ☐

Employer

Address

Supervisor Name

()

Phone

Email

Position Title

Salary

/ Start Date

/ End Date**Responsibilities**

Reason for Leaving

References (indicate which ones we may contact):

Name/Title	Relationship
<hr/>	<hr/>
<hr/>	<hr/>
Email	Phone

May we contact? Yes ☐ No ☐

Name/Title	Relationship
<hr/>	<hr/>
<hr/>	<hr/>
Email	Phone

May we contact? Yes ☐ No ☐

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring or immediate termination of employment at any point in the future if I am hired. I authorize verification of all information listed above.

<hr/>	<hr/>
Signature	Date

SESSION 8

HOW CAN I IMPROVE MY COMMUNICATION SKILLS?



Learning objectives

Identify different communication styles for different settings and audiences; recognize voice tone and non-verbal communication cues



Skills objectives

Communication, active listening, working as a member of a team



Time

45 minutes



Materials

Resource 8A – *Communicating in Different Settings*; Resource 8B – *Communicating Through Words, Tone and Gestures*

Overview

Through a simple and fun group role-play, youth get a chance to identify and practice communication styles appropriate for various settings and audiences.

Activity

1. Discuss the importance of communication in our day-to-day lives. Highlight key communication skills (listening, asking questions, using silence, using non-verbal gestures such as nodding). Point out to youth that communication styles vary based on whom we are talking to.
2. Divide the group into three small teams, and assign one of the following perspectives to each team: A) friend; B) family member; or C) employer.
3. Explain that you will read a brief setting (from *Resource 8A – Communicating in Different Settings*). When you do, two representatives from Team A will quickly demonstrate how they would communicate that message if talking to a *friend*. Next, two youth from Team B will do the same, demonstrating how they would communicate the same thing if talking to a *family member*; followed by two representatives from team C, demonstrating how they would communicate that message if talking with an *employer* (or potential employer). Continue until you have read through the six settings listed on the resource. Ask youth to identify the similarities and differences between the messages (words, tone and non-verbal cues). Highlight which style is appropriate to a work setting.





Option

Ask older volunteers to take turns acting out the statements or emotions, allowing group members to guess what they are communicating through words, tone and gestures.

4. Illustrate the power of voice tone and non-verbals in conveying messages. Using *Resource 8B – Communicating Through Words, Tone and Gestures*; act out the statements or emotions listed, allowing youth to guess what you are communicating through your words, tone and gestures.

Wrap up

Each of us adapts our communication based on the setting and person we are interacting with. It is important to be able to recognize words, voice tone and non-verbal cues appropriate for a given situation. Point out to youth that, in communicating, 90 percent of emotional meaning is communicated nonverbally – “it’s not what you say, it’s how you say it.”

Resource 8A – Communicating in Different Settings

GREETING (HELLO AND GOODBYE)

ASK FOR HELP

I'M EXCITED ABOUT...

I'M SORRY

TALK ABOUT LAST WEEKEND

I'M FRUSTRATED WITH...

Resource 8B – Communicating Through Words, Tone and Gestures

“NICE GLASSES! WHERE DID YOU GET THEM?”

(convey sarcasm)

“NICE GLASSES! WHERE DID YOU GET THEM?”

(say it like a compliment)

ANGER

HAPPINESS

WANT TO BE BY MYSELF

IRRITATION

DISAPPOINTMENT

SURPRISE

SESSION 9

HOW DO I PREPARE FOR AN INTERVIEW



Learning objectives

Understand the importance of preparation for an interview; learn interviewing tips and strategies; recognize professional behavior in an interview setting



Skills objectives:

Analyzing strengths and areas for development of self and others; working as a member of a team; communication; active listening; critical thinking



Time

45 minutes



Materials

Resource 9A – Job Description for Retail Position, Resource 9B – Job Description for Babysitter Position, Resource 9C – Information for Panel Judges/Potential Employers, Resource 9D – Information for Interviewees (Resources 9C and 9D should be cut apart into strips), stopwatch or timer

Overview

Without prior coaching or information, youth typically are unprepared for a first contact or an interview with a potential employer. This activity gives them practice in interviewing, in presenting themselves, and in assessing others' interview performance. The more practice and coaching youth have, the more confident and prepared they will be.

Activity

1. Introduce the importance of being prepared for a first contact or interview with a potential employer. Explain to youth that every work experience (whether paid or unpaid) will start with an interview, and there are several ways youth need to be prepared.
2. Refer youth to the two job descriptions (*Resource 9A – Job Description for Retail Position, Resource 9B – Job Description for Babysitter Position*). Highlight job responsibilities for each job.
3. Explain that youth will practice interviewing for these jobs in an American Idol type panel competition. Invite three volunteers, possibly from retail organizations like Gap, to act as judges or potential employers. The judges' job is to evaluate the interviewees using a rating system similar to those used on game shows or in the Olympics: 1=poor; 2=fair; 3=good; 4=very good and 5=excellent. Explain that, after each interview, the judges will discuss the performance and agree on a rating.
4. Give the judges/potential employers *only* the information for Round 1. Point out the questions and what they are to look for in the first round of interviewing.

5. Divide the rest of the group into two smaller teams. Team A will practice interviewing for the retail sales position, and Team B will practice interviewing for the babysitting position. One member of each team volunteers to be the job applicant/interviewee for the first round, and the others will be coaches. Encourage coaches and interviewees to switch out for each round.

ROUND DIRECTIONS

Round 1

Coaches prepare interviewees for five minutes, using the respective job descriptions. After five minutes, each interviewee stands before the panel of employers and responds to the questions asked. The judges collaborate, give each interviewee a rating from 1 to 5 (1=poor; 2=fair; 3=good; 4=very good and 5=excellent), and give feedback based on the guidelines given. (The first is a practice round.)

Round 2

Give panel judges/potential employers copies of “Instructions for Round 2” (from *Resource 9C – Information for Panel Judges/Potential Employers*). Give interviewees copies of “Guidelines for Round 2” (from *Resource 9D – Information for Interviewees*). Coaches again prepare interviewees, but this time following the guidelines they have been given. The judges collaborate, give each interviewee a rating from 1 to 5 (1=poor; 2=fair; 3=good; 4=very good and 5=excellent), and give feedback based on the guidelines given. Tally the team scores.

Round 3

Give panel judges/potential employers copies of “Instructions for Round 3” (from *Resource 9C – Information for Panel Judges/Potential Employers*). Give interviewees copies of “Guidelines for Round 3” (from *Resource 9D – Information for Interviewees*). Coaches again prepare interviewees, but this time following the appropriate guidelines. The judges collaborate, give each interviewee a rating from 1 to 5 (1=poor; 2=fair; 3=good; 4=very good and 5=excellent), and give feedback based on the guidelines given. Tally team scores for both rounds.

Wrap up

Discuss each round and invite judges to share what they noticed (both positive things and things that need improvement). Note the progress made within each team. Invite interviewees/job applicants to share what they learned about building success in an interview setting. Invite coaches to share tips they learned as they prepared applicants for the interview.

Resource 9A – Job Description for Retail Position

Customer Experience Associate

Company Background



At Old Navy, We Make Value Cool.

From day one, Old Navy was a revolution. We were something the world had never seen – fabulous, affordable fashion. We didn't take ourselves too seriously, and we broke the industry's rules. We said fashion didn't have to be just for rich people. It could be for everyone. We opened our first store in 1994, and we've been on a tear ever since. We were the fastest retailer to reach \$1 billion in sales within four years, and today we're one of the largest apparel brands in North America – operating more than 1,000 stores across the U.S., Canada and Puerto Rico. Over 350 million (that's not a typo) customers cross our doors and spend over \$5 billion dollars with us each year.

Job Description

The Customer Experience Associate drives results and enhances the customers' experience by providing exceptional service that supports Old Navy's Service Vision. The Customer Experience Associate upholds the standard of Friendly, Available and Quick on the sales floor, fitting room and cashier work centers. The Customer Experience Associate's No. 1 priority is the customer. The Customer Experience Associate is committed to offering the customer Friendly, Available and Quick service in all aspects of their shopping experience. The Customer Experience Associate drives sales through acknowledging customers, responding to customer cues, supporting other customer service team members and working quickly. The Customer Experience Associate is responsible for offering and educating customers on the benefits of the Old Navy Card. The Customer Experience Associate maintains a neat, clean, and organized working and shopping environment. The Customer Experience Associate may be assigned to work on the sales floor, fitting room or cashiering work centers.

- Indicate availability to the customer by facing the front of the department.
- Acknowledge and greet the customer within 10 feet of entering the area.
- Assess needs by responding to customer cues.
- Offer solutions for out-of-stock items (alternate item, OLDNAVY.com).
- Educate customers on the benefits of the Old Navy Card.
- Work quickly without pressuring customers to rush; be respectful of customers' time.
- Support cashier and fitting room attendant as immediate backup.



- Maintain a neat, clean and organized sales floor through organizing, hanging and folding merchandise.
- Follow up with customers to see if they need additional assistance.
- Offer additional sizes, styles or colors to increase sales levers.
- Clean fitting room area and maintain go-backs to Old Navy standards.
- Acknowledge additional customers and set expectations for service.
- Prioritize assisting customers over other tasks.
- Comply with all Old Navy policies and procedures.
- Acknowledge customers – greet them with a smile.
- Follow all cash handling procedures per company guidelines.
- Prioritize cashiering over sales floor tasks – open new registers to cut wait time.
- Acknowledge additional customers in line.
- Offer and explain the Old Navy Card.
- Work efficiently to speed up checkout.
- Thank customer and invite the customer back.

Qualifications

- Demonstrate time management and organizational skills.
- Proven written and verbal communication skills.
- Demonstrate passion for extraordinary customer service.
- Attention to detail.
- Ability to prioritize tasks.
- Retail experience preferred.
- Ability to effectively communicate with customers and store personnel.
- Able to lift and carry up to 50 pounds.
- Ability to effectively maneuver sales floor and stockroom, repetitive bending, prolonged standing, twisting, stooping, squatting, climbing.
- Ability to work with/around cleaning chemicals.
- Ability to work a flexible schedule to meet the needs of the business, which will require evening and weekend shifts.

Providing our customers with an optimal shopping experience is our No. 1 priority. We work as a team, and team members are expected to perform a variety of cross-functional tasks as assigned by the leader on duty, or as needed to ensure overall customer satisfaction. This job description intends to describe the general nature and level of work people assigned to this job perform. It is not intended to include all duties and responsibilities. The order in which duties are listed is not significant.

Resource 9B – Job Description for Babysitter Position

**We are looking
for a person
to care for two
small children.**

Duties and responsibilities include:

Control and care for kids at the employer's residence.

- Bathe, dress, and groom infants and children.
- Plan, arrange and provide meals for children.
- Teach basic language and math lessons.
- Organize and take part in leisure activities such as games, crafts, reading, and outings to give pleasure and exercise.
- Discipline children in keeping with the methods requested by the parents.
- Perform light housekeeping duties.
- Maintain a fit environment in the home.
- Arrange formulas and change diapers for babies.
- Keep an eye on children's activities during meals and rest periods, as instructed by parents.
- Teach children in personal cleanliness and social growth.
- Observe children and arrange reports for parents.
- Take care of the emotional comfort of children.

Resource 9C – Information for Panel Judges/Potential Employers

INSTRUCTIONS FOR ROUND 1 (PRACTICE ROUND)

What To Look For

This is the first experience, so note **ANYTHING** and **EVERYTHING** that works.

Questions

1. Tell us about yourself. Your educational background? Your work experience?
2. What is it about this position that interests you?
3. How did you learn about this position? How did you learn about our company?
4. What qualifications do you have that make you feel you would be successful in this job?

Rating Scale

1

Poor

2

Fair

3

Good

4

Very Good

5

Excellent

INSTRUCTIONS FOR ROUND 2

What To Look For

Note the professional image demonstrated: appropriate clothing, direct eye contact, straight posture, clear speech, good manners, respect to you, firm handshake.

Questions

1. Tell us about two achievements of which are you most proud.
2. Describe leadership positions you have held in school, work or community.
3. What has been your greatest disappointment?
4. What do you see yourself doing five years from now?

Rating Scale

1

Poor

2

Fair

3

Good

4

Very Good

5

Excellent

INSTRUCTIONS FOR ROUND 3

What To Look For

Note the thoroughness of his/her response.

Questions

1. If you could have made two improvements, either in your last job or last semester at school, what would they have been?
2. What are some important traits a supervisor should have?
3. Give an example of any major problem you faced. How did you solve it?
4. What have you done that shows initiative and willingness to work?
5. Ultimately, why should we pick you over the next applicant?

Rating Scale

1

Poor

2

Fair

3

Good

4

Very Good

5

Excellent

Resource 9D – Information for Interviewees

Note: There are no guidelines for Round 1 because it is a practice round.

GUIDELINES FOR ROUND 2

In preparing for an interview, remember the following behaviors:

- Wear appropriate clothing.
- Make direct eye contact.
- Stand up straight.
- Speak clearly.
- Use your best manners.
- Show respect to the potential employers.
- Give a firm handshake when you are introduced.

GUIDELINES FOR ROUND 3

In preparing for an interview, think about the questions you will be asked:

- What are some important traits a supervisor should have?
- Give an example of any major problem you faced. How did you solve it?
- What have you done that shows initiative and willingness to work?
- Ultimately, why should we pick you over the next applicant?

SESSION 10

HOW DO I KEEP A POTENTIAL EMPLOYER INTERESTED IN ME?



Learning objectives

Understand the importance of follow-up in getting a job; learn basic strategies for approaching potential employers; compose and practice giving a 30-second elevator pitch



Skills objectives

Communication, critical thinking, writing, providing constructive feedback



Time

45 minutes



Materials

Resource 10A – Job Search Challenges and Strategies (cut apart into strips), *Resource 10B – Template for Elevator Pitch*, flipchart, markers, laptop computer, Internet connection and projector (preview <http://www.youtube.com/watch?v=8FPvAET2tc8>)

Overview

In this activity, youth play a matching game to become familiar with basic strategies for follow-up after applying or interviewing for a job. They then each create a 30-second elevator pitch that can communicate their skills and strengths to a potential employer.

Activity

1. Point out to youth that once they have applied or interviewed for a job, it is important to keep a potential employer interested in them. Ask group members to identify some of the ways to do this, and record their ideas on a flipchart page. Be sure they mention the following strategies: stopping by, writing a handwritten note, sending an email, making a follow-up phone call, connecting with someone who knows the potential employer, making contact via Facebook or LinkedIn, and making comments on the employers' blog.
2. Point out that youth may encounter various challenges when they are seeking a job, but many of these challenges can be addressed through follow-up strategies.
3. Give half of the participants a "Challenge" strip of paper (from *Resource 10A – Job Search Challenges and Strategies*) that summarizes a job-search challenge for teens. Give the other half of the group a matching "Strategy" strip of paper that has a strategy to address the challenge. Instruct youth to walk around the room and talk to others until they find the strip that matches theirs. Ask pairs to talk about the challenge and strategy,



Option

Give youth the option of condensing their elevator pitches to the length of a Twitter Tweet (140 characters).

and come up with one specific way to do what the strategy suggests – what youth could do or say in order to implement the “B” strategy. Invite pairs to share their challenges, strategies and specific ideas with the large group.

4. Tell participants that part of follow-up with a potential employer involves youth learning to talk about themselves and what they can offer as an employee. Show the video clip of the college-aged girl delivering an elevator pitch (<http://www.youtube.com/watch?v=8FPvAET2tc8>). After the video, ask youth to identify the qualities of the elevator pitch and to guess why it is called an elevator pitch.
5. Point out that the elevator pitch communicates to a potential employer a summary of a person’s skills and strengths – in the length of time it takes for an average elevator ride. It can be used in a handwritten note, an email, a phone call, or a follow-up visit or interview.
6. Ask the group to brainstorm what to include in elevator pitches. Distribute copies of *Resource 10B – Template for Elevator Pitch*, and instruct them to spend a few minutes individually writing their elevator pitches. Once participants have drafted their elevator pitches, have them pair up with their partners (those whose strips matched theirs) and practice saying their pitches to each other. Each partner should give constructive feedback to the other, saying two things they like about the elevator pitch and one suggestion for improving it.

Wrap up

Discuss the aspects of a job search that are most challenging. Discuss how youth might implement these and other strategies in order to keep a potential employer interested. Invite a few volunteers to share their well-rehearsed elevator pitches.

Resource 10A – Job-Search Challenges and Strategies

CHALLENGE

Employer gets many applications for the same position.

STRATEGY

Make sure you stand out from the crowd.

CHALLENGE

Employer may not think they need help.

STRATEGY

Point out the specific help you can provide.

CHALLENGE

Employer may believe teens are irresponsible.

STRATEGY

Show how responsible you are.

CHALLENGE

Employer may not have time to interview or talk to you.

STRATEGY

Provide information about yourself in writing.

CHALLENGE

Employer may not want to hire someone who has no experience.

STRATEGY

Show your experience at school, at home and in the community.

CHALLENGE

Employer may not be clear about what they're looking for.

STRATEGY

Ask questions about what they need.

CHALLENGE

Employer may think you'll only stay a short time.

STRATEGY

Reassure them of your commitment.

CHALLENGE

Employer may not think you have the right skills.

STRATEGY

Point out your relevant skills and strengths.

CHALLENGE

Employer may think you won't work hard.

STRATEGY

Stress your work ethic and commitment.

CHALLENGE

Employer may think you know nothing about the company.

STRATEGY

Show that you've done some research about them.

Resource 10B – Template for Elevator Pitch

What is an elevator pitch?

An elevator pitch (or elevator speech) is a short summary that can **quickly** and **simply** communicate your skills and strengths to a potential employer. It is called an elevator pitch because it should be possible to say this summary in the time it takes for a ride in an elevator – approximately 30 seconds to two minutes.

I'm _____ and I'm looking
(name)

for part-time work _____ .
(paid or unpaid)

My interests are _____ , and
(interests)

my skills include _____ .
(skills)

People say I'm really good at

_____, and I think I could
(strengths)

help you with _____ .
(services you could provide)

SESSION 11

WHAT'S IT REALLY LIKE TO WORK?



Learning objectives

Gain a realistic understanding of appropriate work behaviors; become aware of work ethics; become familiar with performance expectations



Skills objectives

Active listening; critical thinking; positive attitudes, work ethics and appropriate work behaviors



Time

45 minutes



Materials

Flipchart, markers, *Resource 11A – Work Behavior/ Work Ethic Scenarios*, *Resource 11B –Identifying Performance Expectations* (Attach a copy of each of the 10 pages to a separate flipchart page and post around the room.)

Overview

In this activity, youth explore questions related to work ethics and appropriate work behaviors. Through a simple game of “Where Do I Stand?” they explore their own readiness for employment and the strength of their commitment to work.

Activity

1. Before the activity, ask participants to take a few minutes to think about and respond to the question, “What motivates me to work?”
2. Ask youth to share what they think motivates them to work. Point out that most teens work because they want money. Discuss whether making money is enough to keep them motivated when they would rather be doing something else.
3. Ask youth if they know what work ethic is. Explain that work ethic is someone’s attitude about work. Having a strong work ethic means valuing work for the contribution it allows you to make and for the character it builds in you. A work ethic is an internal value that keeps people committed to their work and helps them stay motivated to do a good job. Point out that work ethic is closely related to a person’s character.
4. Point out there are certain behaviors that are acceptable and not acceptable at work. Ask youth to brainstorm a list of “Do’s” for work, and record them on a sheet of flipchart paper. Post this on one side of the room. Ask youth now to brainstorm a list of “Don’ts” for work, and record those

on another sheet. Post this on the opposite side of the room. Explain that you will read some brief scenarios related to work, and youth will decide whether it is a “Do” or a “Don’t” by positioning themselves on one side of the room or on the other – or somewhere in between if they are not sure. Point out these scenarios are not always clearly a “Do” or a “Don’t,” and it will be up to the group to decide. Read each scenario, using *Resource 11A – Work Behavior/Work Ethic Scenarios*. Wait for youth to position themselves on one side of the room or the other, or somewhere in between. After each scenario and reaction, ask a few participants to say why they chose to stand where they did.

5. Explain the flipside of every workplace “don’t” is a performance expectation – what employers expect employees to do while at work. Ask youth to form small groups with three members in each. Call attention to the 10 flipchart pages posted around the room (with copies from *Resource 11B – Identifying Performance Expectations*, attached). Invite teams to walk around and choose two or three of the work scenarios to respond to. Explain they will read the situation, recall the earlier conversation about “Do’s” and “Don’ts”, and identify the performance expectation that corresponds to the scenario – answering the question, “What is the workplace behavior an employer would expect related to this scenario?”

Wrap up

Review the importance of timeliness, punctuality and avoiding workplace “Don’ts”. Remind participants that the flipside of every workplace “Don’t” is a performance expectation –the things an employer expects employees to do while at work. Point out that a performance expectation is different from work ethic; one is an external requirement and the other is an internal value that motivates people to work and do a good job.

Resource 11A – Work Behavior/Work Ethic Scenarios

- 1** Your boss yells at you for being late, and you don't like the way he speaks to you. So you say, "Hey man, don't yell at me. I'm a man, just like you."
- 2** You see your friend's name pop up on your caller ID while you're at work. So you answer and quickly say, "I'm at work right now and can't talk, but I'll call you later."
- 3** You live 20 minutes away from work, and you always leave 20 minutes before you're supposed to be there. In two months, you've never been late. But today there's a problem with traffic, and you arrive 10 minutes late.
- 4** Your co-worker tells you to do something, and you remind her that it's her job. She says she's doing something else and demands that you do it. So you get into an argument with her.
- 5** When you get home from work, someone posts on your Facebook wall and asks you how your job is. Without thinking, you write that it's kind of boring and you can't wait until summer is over.
- 6** You're at your job entering data on the computer, and you remember there was an important email you had to answer. So you quickly write a note saying, "I'll get back to you later."
- 7** Your company has a fundraising event, and they're giving away free water bottles to customers. After the event is over, you take a few bottles for you and your friends.
- 8** It's 10 p.m., and your shift ends at midnight. Your boss tells you to do something and says it will probably take until closing. You finish by 11 p.m., so you pretend to look busy until midnight.
- 9** A co-worker says she really looks up to you and wants your advice about something. You're in the middle of an important task, but you stop and listen for two minutes and give her some very quick advice.
- 10** The dress code where you work is casual, and you show up one day wearing an Oakland Raiders jersey. Your boss says you can't wear the jersey because it has gang colors. You reply by saying, "I'm just an Oakland Raiders fan."

SITUATION #1

Your boss yells at you for being late and you don't like the way he speaks to you. So you say, "Hey man, don't yell at me. I'm a man, just like you."

SITUATION #2

You see your friend's name pop up on your caller ID while you're at work. So you answer and quickly say, "I'm at work right now and can't talk, but I'll call you later."

SITUATION #3

You live 20 minutes away from work, and you always leave 20 minutes before you're supposed to be there. In two months, you've never been late.

But today there's a problem with traffic and you arrive 10 minutes late.

SITUATION #4

Your co-worker tells you to do something, and you remind her that it's her job. She says she's doing something else and demands that you do it. So you get into an argument with her.

SITUATION #5

When you get home from work, someone posts on your Facebook wall and asks you how your job is. Without thinking, you write that it's kind of boring and you can't wait until summer is over.

SITUATION #6

You're at your job entering data on the computer, and you remember there was an important email you had to answer. So you quickly write a note saying, "I'll get back to you later."

SITUATION #7

Your company has a fundraising event, and they're giving away free water bottles to customers. After the event is over, you take a few bottles for you and your friends.

SITUATION #8

It's 10 p.m. and your shift ends at midnight. Your boss tells you to do something and says it will probably take until closing. You finish by 11 p.m., so you pretend to look busy until midnight.

SITUATION #9

A co-worker says she really looks up to you and wants your advice about something. You're in the middle of an important task, but you stop and listen for two minutes and give her some very quick advice.

SITUATION #10

The dress code where you work is casual, and you show up one day wearing an Oakland Raiders jersey. But your boss says you can't wear it because it has gang colors. You tell him, "I'm just an Oakland Raiders fan."

SESSION 12

HOW CAN I BECOME A VALUED EMPLOYEE?



Learning objectives

Understand the importance of giving one's best on the job (following directions, hearing feedback, being dependable, making a commitment, exceeding expectations)



Skills objectives

Critical thinking, creativity, communication, working as a member of a team, building mutual trust and respect, goal-setting



Time

45 minutes



Materials

Flipchart, markers, *Resource 12A – Job Scenarios*

Overview

Youth are given brief scenarios to use as a springboard to create skits. The skits depict teens being successful on the job by taking important steps that lead to success.

Activity

1. Discuss the importance of giving your best on the job, and ask youth what they think that involves. Point out that success on the job for teens means learning several readiness skills that lead to success. Write these five readiness skills on a piece of flipchart paper, briefly discuss what these terms mean, and post the page in a prominent place:
 - ▶ **Follow directions** – ability to listen carefully to what your employer asks, and carry out the instructions exactly as s/he has described them.
 - ▶ **Hear feedback** – ability to hear what the employer has to say about how you have completed a task, acknowledge if you have made a mistake, and adapt your actions if necessary.
 - ▶ **Be dependable** – having the character to fulfill your responsibilities on the job as you are instructed, and even when you have not been instructed.
 - ▶ **Make a commitment** – being enthusiastic and loyal to the job and doing whatever it takes to be an excellent employee.
 - ▶ **Exceed expectations** – doing more than you are asked to do, taking on extra tasks or helping others as needed.

2. Divide the large group into four teams, and assign each team one of the scenarios described on *Resource 12A – Job Scenarios*. Instruct each team to create a five to seven minute skit that expands on the scenario and shows the teen employee demonstrating one or more of the readiness skills that lead to success on the job. Explain that the skits can have multiple scenes, so all team members can have a chance to play a role. Point out that a team also may choose to demonstrate both a negative and positive use of the readiness skill(s). Encourage teams to be as creative as possible in developing their skits, and give them 10 minutes to prepare. After the preparation time, invite groups to present their skits.

Wrap up

Discuss the skits and which elements had the most impact on the group. Invite volunteers to suggest other possible ways to become a better employee, and discuss strategies for taking initiative in the workplace.

Resource 12A – Job Scenarios

SCENARIO 1

You've been working part-time from noon until 5 p.m. as a babysitter for your neighbor's young son, Robbie. The mom leaves you a list of things she wants done while she is at work – make Robbie's bed, take the dog for a walk, and start making dinner. The chicken is still frozen so you can't start dinner, and the dog's leash is nowhere in sight so you can't walk the dog. Your neighbor is calling you now to see how your day is going so far.

SCENARIO 2

You are selected for the internship program with the Department of the Treasury. During this summer internship, you are being exposed to the federal work environment and learning about the mission and roles and responsibilities of the Department of the Treasury. During your first review, your supervisor says your writing skills need improvement. She has asked you to meet with her and propose a plan for improving them. It is time for your meeting now.

SCENARIO 3

You passed the lifeguard certification test six months ago and are scheduled to begin work tomorrow. You are concerned that you don't remember the basics from the course, but you don't want your supervisor to know. There is a group meeting with the head lifeguard, the supervisor and the six newly hired lifeguards. The head lifeguard and supervisor have set up 15-minute individual sessions with each of you to get to know you better.

SCENARIO 4

This is your first internship, and it is the first time this company has had an intern. You've been on the job for seven days now and have been busy only two to three hours each day. Your hours are from 9 a.m. to 3 p.m., so you've tried to "look busy" by taking notes, making outlines of the information you've gathered so far, and sitting quietly at your desk reading. Your supervisor has asked you to come to his office at 10 a.m. to talk about your experience so far.

SESSION 13

WHAT CAN I DO ON MY OWN TO EXPLORE CAREERS?



Learning objectives

Learn strategies for exploring potential careers; develop questions for an effective informational interview



Skills objectives

Communication, active listening, critical thinking, goal-setting



Time

45 minutes



Materials

Laptop computer, Internet connection and projector (preview video clips of individuals talking about their jobs and how they chose them:

- <http://www.youtube.com/watch?v=rpQQy7rvxQU>
- <http://www.youtube.com/watch?v=y1epwpV5-CI>
- <https://www.youtube.com/watch?v=4h-EUI2eGVg>
- http://www.youtube.com/watch?v=Lv_D3YauYPE
- <http://www.youtube.com/watch?v=j4NnGqxMgjl>

Overview

This activity familiarizes youth with options for exploring careers on their own. It also gives them the chance to plan for and practice an informational interview.

Activity

1. Point out to youth that, in order to learn about potential careers, it is important for them to do some exploration on their own. Ask participants to identify ways they can explore potential careers. Make sure they mention the following strategies:
 - **Online research** – learning to focus for effective research.
 - **Networking** – accessing contacts to learn about potential careers.
 - **Informational interviews** – talking to people to learn about what certain jobs involve.
 - **Community service and volunteering** – gaining first-hand experience in fields.
2. Show the first video as an example of questions to ask during an informational interview. Next, show the videos of three individuals talking about their own careers and how they chose them (a neonatal nurse practitioner, a personal banker and a professor of computer sciences).
3. Ask participants to form pairs and think of questions to ask during an informational interview. They should

gather information about what the person does or has to offer. Instruct participants to practice asking each other the questions and answering them.

Wrap up

Discuss approaches for asking more sensitive questions – about salary, for example. Invite participants to share some of their best-worded questions.

SESSION 14

WHAT ARE MORE FORMAL (STRUCTURED) WAYS TO EXPLORE CAREERS?



Learning objectives

Become aware of formal job-exploration options; learn to interact with knowledgeable adults; develop questions for career exploration



Skills objectives

Communication, active listening, critical thinking, goal-setting, professionalism



Time

45 minutes



Materials

Five individuals from local businesses, or Club alumni who live nearby

Overview

Some youth may not have a community of approachable working adults who are able to assist them in career exploration. This activity brings in adults from the community to form a panel to talk about job-exploration opportunities for youth. Participants practice developing questions, interacting with adults, and acting in a professional manner.

Activity

1. Before the activity, discuss with youth the purpose of the panel - a chance to talk with knowledgeable adults about their work. Explain the focus will be specifically on the types of career-exploration opportunities available for youth:
 - **Internships** – Internships allow young people to work for a period of time (usually a summer) in a business related to their field of study. Youth gain actual on-the-job experience, meet important contacts, and get to try out a job to see how it suits them. Internships can be paid, but often they are unpaid positions.
 - **Apprenticeships** – Similar to internships, an apprenticeship offers on-the-job training, only for a longer period of time and for payment. Apprenticeships are considered professional training, much like college, which prepares an individual for work in a career.
 - **Job-shadowing opportunities** – Job shadowing gives youth a chance to spend time “following” a professional person for a day (or more) to see what they do in their daily work, to understand what the job

involves, and to ask questions related to the career.

2. Encourage youth to think about and record questions they would like to ask members of the panel. Some questions to consider include:
 - What do you look for in applicants?
 - What are the benefits of internships, apprenticeships or job shadowing?
 - What would a typical day look like?
 - How long are typical programs like this?
3. Emphasize to youth the importance of having a professional demeanor while talking to panel members, especially avoiding questions that might be considered flip, sarcastic or inappropriate – or designed to get a laugh from the group. Encourage youth to focus on the learning aspect of the opportunity and not the “fun” side benefits, how much vacation or time off they would receive, or how much money they would earn. Focusing on these aspects of an internship or apprenticeship at this early stage gives the impression that teens are more interested in immediate personal benefits rather than learning from the opportunity.
4. Ask them to recall the strategies they learned in the interviewing practice: make direct eye contact, stand up straight, speak clearly, use best manners and show respect.
5. Introduce the panel discussion by welcoming members and asking them to introduce themselves to the group. Ask each to state his or her: a) name; b) position; c) place of business; and d) what job-exploration options – internships, apprenticeships or job shadowing – are available for youth. Conduct the question-and-answer session with the panel.

Wrap up

Discuss what participants gained from this informational experience.

SESSION 15

WHAT FACTORS CONTRIBUTE TO CAREER SUCCESS?



Learning objectives

Learn about factors important to career success; explore solutions to areas that need improvement



Skills objectives

Working as a member of a team, problem-solving, communication



Time

5 minutes



Materials

Four small tables with chairs; *Resource 15A – Factors Important to Career Success* (cut apart into strips and placed at each table); signs for each table with the following headings:

- Academics
- Job-Readiness Skills
- Character
- Mentoring and Other Support

Overview

Through a process called The World Café™, a simple method for fostering small-group dialogue, youth explore the key factors that contribute to short-term and long-term success at work. (More information can be found at <http://www.theworldcafe.com/method.html>)

Activity

1. Remind participants that they have thought about their visions for the future; considered their own interests and strengths; explored various job and career possibilities; learned about ways to search for, apply and interview for jobs; and become familiar with on-the-job skills and attitudes. Ask group members to identify things they can pay attention to now, while they are teens, that will help them prepare for a career.
2. Explain that youth will explore four specific areas that contribute to both short-term and long-term success: 1) academics; 2) job-readiness skills; 3) character; and 4) mentoring and other support. Assign youth randomly to sit at one of the four tables, and point out the slip of paper with the problem on it. Instruct participants to brainstorm with one another to respond collectively to the problem: What are some things they could do right now to address this problem? After seven minutes, tell all youth to switch to another table with different tablemates to repeat the process.

Wrap up

Discuss each of the factors that contribute to career success. Ask participants what they found surprising about this activity. Invite volunteers to share some of their responses.

Resource 15A – Factors Important to Career Success

ACADEMICS

I'm not a strong student, especially if I don't like the teacher.
Last year, my grades were solid Cs, and I'm not doing much better now.

JOB-READINESS SKILLS

Being on time is not a high priority for me.
It gets me in a bit of trouble at school because I'm often late to class.

CHARACTER

Our school has a character pledge, which made it even worse when
my teacher saw that I had copied someone else's homework assignment.

MENTORING AND OTHER SUPPORT

My local neighborhood is filled with people who either hate their jobs
or can't even find work at all.

SESSION 16

WHAT KIND OF POST-SECONDARY EDUCATION/ TRAINING CAN I PURSUE?



Learning objectives

Learn about different types of educational/ training options; explore reasons for choosing a particular type of option



Skills objectives

Communication, creativity, critical thinking, working as a member of a team, goal-setting



Time

45 minutes



Materials

Resource 16A – Different Career Paths

Overview

In this story-telling activity, youth learn to see different possibilities for education, training and work paths – all leading to the same career.

Activity

1. Point out that youth may see a four-year college degree as the only path to a successful career. Remind them there are several routes to a good profession, including:
 - Four-year college or university.
 - Apprenticeship.
 - Internship.
 - Community college.
 - Certificate program.
 - Certification and licensing.
2. Divide the group into eight small teams, and assign each a career described on *Resource 16A – Different Career Paths*. Point out that each career has three possible paths for getting to the same place. Instruct teams to read over the education/training paths for their career and discuss the different options. Explain that three team members will tell that person's story in the first person, as if they were telling their own life story. They should explain why they chose that particular path over the other options – as if they are three co-workers having a conversation over

lunch about how they arrived at their chosen profession. Encourage teams to be as creative as possible in telling their stories. Allow 10 minutes for teams to prepare, and allow five minutes for each story-telling presentation.

Wrap up

Discuss the validity of these education and training options as different paths to a variety of successful careers.

Invite participants to share interesting career paths of an individual they know personally.

CareerBuilder

Refer participants to “CareerBuilder: My Academic Work/Education” on p. 9 in their Teen Guides. Tell them this page is part of the Career Portfolio, where they can make notes as they discover more about post-secondary education they want to pursue.

Resource 16A – Different Career Paths

ELEMENTARY SCHOOL TEACHER

1. When I finished high school, I enlisted in the army, and I stayed in for 20 years. I retired from the army, and our government paid for part of my college degree. I'm now teaching at a charter school because I'm not certified yet to teach in this state.
2. I started in the school system as a part-time teacher's aide after getting a teacher's aide certificate. The principal encouraged me to get my bachelor's degree while I worked and raised my kids. I'm now certified as an elementary teacher for my state.
3. I received an undergraduate degree in English and signed up for the "Teach for America" program. I'm now a certified teacher and teaching high school English.

NURSE

1. I moved here from Japan after graduating from high school. While taking ESL courses at the community college, I began working toward my associate of science in nursing (ASN), an entry-level nursing degree. It was a two-year program, but it took me eight years because I was working and taking classes. It has been a slow process, but I'm preparing to sit for the licensure this fall.
2. I earned my bachelor of science (B.S.) in nursing degree, and have worked several years in a hospital. Next year, I plan to return to school to complete an online program to receive an advanced practice registered nurse (APRN) degree, so I can become a nurse practitioner and work in a doctor's office.
3. My first step is to be a home health aide. I'm working with a formal training program now, and then have to pass a standardized HHA certification exam. My hope is to be a nurse, but I know that is several years away for me.

RESTAURANT MANAGER

1. I waitressed at a local diner all through high school. When I went to college, it was an easy way for me to earn money, so I worked as a server in a more formal restaurant. When I completed my undergraduate degree, the restaurant promoted me to a manager, and I completed their training program. Today, I've moved to five different cities to open new restaurants for the same company.
2. I spent two summers working at the counter of a fast-food restaurant. I dropped out of school in my junior year, because I had to work full-time because my mother was sick and couldn't work. The restaurant was good to me and hired me full time, and I always got great evaluations. I worked every position at that restaurant, and they asked me to be a manager, but I had to get my high school degree first. Now I am in night school to finish my high school degree, and working days at the restaurant.
3. After high school, I started at a community college but was unable to continue. The hotel in my town had a notice for someone to be an apprentice in their restaurant. I'm involved with their apprentice program and earning partial salary until I complete it.

ELECTRICIAN

1. While in high school, my math teacher encouraged me to consider being an electrician, because I am really good in math. I started reading and researching about this and found out that it is a top career and pays well. Right out of high school, I was awarded a *paid* training by the IBEW (International Brotherhood of Electrical Workers). I've moved from an apprentice to a helper, and now am a journeyman – but it has taken me five years. My hope is to continue to work for this company, then move to a master level, get my license, and maybe start my own business.
2. While living in Mexico, I was licensed as an electrician and have been fixing things since I was in middle school. The licensing is not the same as it is here, and my English is not yet perfect, so I have found a job helping a master electrician.
3. After high school, I went to the local technical vocational school and earned a certificate. Once I was done, I then found a company that hired me as an apprentice.

COSMETOLOGY

1. I moved to this country from Colombia, and attended a certified program in the evenings while I worked during the day. I'm now licensed and leasing a station in a large salon.
2. It took me seven years to finish an undergraduate degree. I worked in the field of banking for two years, when I knew that was not the work I enjoyed. I applied to a top cosmetology school, where I was very successful. I've passed my state's cosmetology exam and am now in a one-year apprentice program with a prestigious salon.
3. My mother did hair, and I helped shampoo and clean up her shop while in middle school. In high school, I earned money doing my friends' hair (cutting, conditioning, braiding and styling). Fifteen years later, I have my own shop and continue to love doing hair.

POLICE

1. Spanish is my first language. I completed high school and started working as a pizza delivery person. The long hours and low pay were frustrating for me. I talked my way into an internship at our local police precinct. I like the work and now have found a way to attend the police academy.
2. Upon earning my GED at age 21, I got my driver's license and declared legal residency in the state of North Carolina. Since I've always wanted to be a police officer, I've tried to be the best citizen I could be, gaining a positive reputation in nearly every community where I've lived. Unfortunately, I'm not very good with financials, and my credit score wasn't very good. And I've been concerned that it would hurt my chances of becoming a police officer. So I am currently trying to be better at that to show that I am a responsible person. I just got accepted into the police academy.
3. Upon graduating high school, I attended a local college to take some classes in criminal justice. Due to a family crisis, I had to quit school. Instead, I enrolled in a four-month police academy program, where I studied a variety of subjects and took competency tests for the things I learned.

ENGINEER

1. In high school, I excelled in math and science and decided to focus on that as I applied to various universities. I knew my family could not afford a four-year college degree, but I decided to try out an out-of-state university and, if I couldn't afford it, I could always quit. My school held a career fair that had employers in all sorts of fields. I talked to reps from the Navy, where I was exposed to an opportunity; the Navy would provide a full ride (tuition and books plus a stipend) if I committed every summer and two years after graduation to their service. After applications and interviews, I got the scholarship! That was when my career as an engineer began.
2. Upon graduating from high school, I became quite interested in engineering but could not afford college tuition. Instead, I did some research and found a local apprenticeship program. After applying and being accepted, I had to complete 200 hours of orientation and then 8,200 hours of on-the-job training, and an additional 320 hours of supplemental related training at the same time. While it was a lot of work, it got me the training I needed and opened the door to other employment opportunities.
3. My father worked in the construction industry and, when I was old enough to work, he helped me get summer employment with his company. After high school, I worked construction for four years, and realized I was interested in becoming an engineer. After checking for various programs, I applied to the state university and used the money I earned working summers in construction to pay tuition and earn a bachelor's degree in civil engineering. I then returned to the construction company full-time as an entry-level engineer, but I was quickly promoted to project engineer.

MUSICIAN

1. In high school, my buddies and I formed a band. We would play gigs around town and practice in our garages. After we graduated, we all split paths. I floated in and out of some other bands, but nobody seemed to be as serious as I was about playing professionally and going somewhere with it. So, I took it upon myself to seek out other serious musicians and began managing bands on the side. Fast forward and I am now touring with Mumford and Sons as an opening act for them.
2. Having grown up with an affinity for music, I picked up several instruments and became a natural. I began playing for friends, parties and even weddings. I went to university to pursue an education in business, but always enjoyed music on the side and played in some groups. I graduated and got a real job, but still missed the music. So I joined a couple of choir groups and play at open mike nights.
3. I played various musical instruments from the time I was eight years old and knew I wanted to be a musician. In high school, I won a scholarship to attend a five-week summer program at Berklee College of Music and, while I was there, decided I wanted to come back after high school to study the technical aspects of music. But I also had to work in my family's restaurant business; especially after my father died, my mother needed the help. But I found out that Berklee had online degree programs, so I applied to the master certificate in music production and technology program, and completed it in two years without leaving home. Now I work at a recording studio part-time as a music technologist, and part-time playing back-up for studio productions.

SESSION 17

WHEN AND HOW DO I CREATE A RESUME?



Learning objectives

Identifying experiences, skills and successes; creating a resume



Skills objectives

Brainstorming, writing, critical thinking, self-assessment



Time

45 minutes



Materials

Flipchart, markers (enough for each youth to have one)

Overview

Creating a resume may sometimes be a daunting task, especially for youth. In this activity, participants create their first resume and gain an understanding of what to later include or omit as they gain experience.

Activity

1. Before the activity, prepare a piece of flipchart paper with each of the following headings, and post around the room:
 - Education.
 - Honors and awards.
 - Special courses.
 - Test scores.
 - Extracurricular activities.
 - Work experience.
 - Volunteer opportunities.
 - Community-service projects.
 - Leadership experience.
 - Special skills and expertise.
 - Languages spoken.
 - Certifications.
2. Explain to youth that creating a resume may seem like a challenging task, but once they can identify the types of things to include, it is easier. Ask participants to walk

around the room, stopping at each poster to contribute their own experiences, skills and successes to each list. Once the lists are complete, encourage youth to walk around again to see if others' experiences spark their memories or imagination about experiences, skills and successes of their own. Ask them to take their Teen Guides and fill in the categories on the "Experience Bank" worksheet (on p. 24), using their own personal experiences and information. Encourage them to record anything and everything in order to create their own personalized Experience Bank.

3. When youth have completed their Experience Banks, refer them to the Sample Resume and Blank Resume Template in their Teen Guides (pp. 26-28). Ask them to work individually to complete the blank resume template to create their own resumes.

Wrap up

Discuss challenges participants have in writing a resume with their own experiences. Also identify information that should be added once they have gained more experience.

SESSION 18

HOW DO I DEAL WITH WORKPLACE CHALLENGES?



Learning objectives

Become aware of challenges in the workplace; explore ways to respond



Skills objectives

Active listening, communication, problem-solving, contributing appropriately in a group situation



Time

45 minutes



Materials

Four small tables with chairs, *Resource 18A – Workplace Challenges* (cut apart into strips and placed at each table); signs for each table with the following names: Table 1, Table 2, Table 3, Table 4 and Table 5

Overview

Through a process called The World Café™, a simple method for fostering small-group dialogue, youth become aware of some common workplace challenges and collaborate with others to identify ways to address and resolve them. (For more information, see <http://www.theworldcafe.com/method.html>)

Activity

1. Tell participants that, in this activity, they will hear about and address workplace challenges. They are to assume they are part-time workers at a fast-food restaurant and, as they move from one table to the next, they will encounter a different challenge. At each table, they will first spend a minute or two brainstorming with one another to respond collectively to the question: What would you do to respond to this challenge? Then, several participants at each table will spend five minutes role-playing a brief conversation to demonstrate how the response would address the challenge. Encourage them to be as fun and creative with the role-play as they can, even demonstrating what not to do in response to the challenge.
2. Assign youth randomly to sit at one of the five tables, and point out the slip of paper with the workplace challenge on it. Instruct participants to first brainstorm (for one to two minutes) and then role-play (for five minutes). After seven minutes, tell all youth to switch to a different table with different tablemates and repeat the process.

Wrap up

Discuss the workplace challenges and the ideas participants had for addressing them. Point out the appropriate and not-so-appropriate ways to handle each of the situations.

Resource 18A – Workplace Challenges

TABLE 1

You are working in the kitchen crew at McDonald's, and you notice a co-worker is not following directions for assembling food items.

TABLE 2

You've just been moved to the counter crew, and you see a co-worker take some money out of the cash register when she is not serving a customer or making change.

TABLE 3

You are the night closer on weekends, and a co-worker has blamed you for leaving some food out all night, but you're pretty sure he is the one who did it.

TABLE 4

When you work at the drive-through window, your friends ask you to sneak some free food in their orders.

TABLE 5

There are several regular customers who are always mean and rude to you when you serve them at the counter.

SESSION 19

WHAT OTHER SKILLS/ATTITUDES ARE IMPORTANT FOR SUCCESS ON THE JOB?



Learning objectives

Identify skills and attitudes important for success on the job

Skills objectives



Active listening; critical thinking; analyze strengths and weaknesses of others

Time

45 minutes



Materials



Resource 19A – Evaluating Job Skills and Attitudes (six copies of both pages copied onto heavy cardstock, cut apart and stapled or glued back-to-back onto paint sticks to make three signs for each saying) and *Resource 19B – Skills/Attitudes Scenarios*

Overview

Having a strong work ethic is the foundation for a good start to a career. In this activity, participants recognize attitudes and skills related to ethical behavior.

Activity

1. Ask group members to recall some of the things they have learned about success on the job and in careers. Remind them of the conversation in an earlier session about the difference between external performance expectations and an internal work ethic.
2. Explain that, in order to be an excellent employee and to be successful on the job, there are several important attitudes and skills to adopt: being responsible, taking initiative and exceeding expectations. Point out that no one can teach an employee what to do in certain situations; the right decision often comes from one's character and work ethic.
3. Divide the large group into three teams. Tell teams to sit together in groups, facing toward the center where they can see each other. Give each team one sign (from *Resource 19A – Evaluating Job Skills and Attitudes*) with “Well Done!” on it and another with “Could Do Better!” on it. Explain that you will stand in the middle of the room and read workplace scenarios (from *Resource 19B – Skills/Attitudes Scenarios*) that highlight an opportunity for an employee to be responsible, take initiative or exceed expectations. After some quick collaboration, groups are to rate the situation by holding up one of the two signs. The first team to hold up the correct sign earns one point.

Team members may take turns holding the signs, but all will collaborate on the correct response.

4. Once all scenarios have been read and responded to, read through them again at random. In this round, teams have the chance to earn two points for a creative and original response about what they would do in the given situation. Tally up the points and announce first, second, and third-place teams.

Wrap up

Summarize key points from the activity by emphasizing how “actions speak louder than words.” Point out that the day-to-day decisions at work tell an employer about the commitment an employee has to work and to building a career.

Resource 19A – Evaluating Job Skills and Attitudes

Cut out both pages of signs. Tape or glue them back-to-back onto a paint stick to make a two-sided sign. (There are two pages, and you will need six copies of each to make three signs).

**COULD
DO
BETTER!**

**WELL
DONE!**

Resource 19B – Skills/Attitudes Scenarios

1 Kentina finished all her work 15 minutes before closing time. Since she's tired, she stays out of sight and talks to her co-worker in the kitchen until it's time to go home.

2 Doug told his employer when he was offered the job that he would be available on weekends during the summer. But now he wants to take several weekends off to hang out with his friends. He offers to work more days during the week, but weekends are the busiest time.

3 Kenny cuts grass for several people in the neighborhood. One day, as he's finishing one family's lawn, he notices the trashcan has fallen over at the curb, and the trash is all over the street. He knocks on the door and lets the owner know about the problem.

4 Deanne works at a senior center, and her job is to lead board games with the residents. One day she notices a woman sitting in the hall, who doesn't come into the game room. So she talks to her and encourages her to join the fun.

5 Diana walks dogs after school for people who work during the day. One day she doesn't have a lot of time, so she decides to take all three dogs out for a walk at the same time. The dogs get into a fight, and the Doberman attacks the poodle. She takes all the dogs home, but doesn't tell the owners what happened.

6 Kyle works at a restaurant as a busboy, and his job is to help servers clear the tables. There are two tables of customers who have finished their meals, but Kyle notices the servers aren't busy. They are just talking in the kitchen, so he decides to take a break and let them clear the tables.

7 Richard works in his uncle's factory for the summer, and he unloads truck shipments at the loading dock. One day, a truck arrives just five minutes before his shift is over, so he ducks out before anyone can see him.

8 Michele works at a retail store in the stockroom, but she notices several customers in the front of the store looking for someone to help them. No sales associates are available, so she speaks to each of the customers and lets them know she will alert someone. Then she goes to find an associate.

9 Jackie babysits for her neighbor's children in the summer while the parents work. The oldest boy is just a few years younger than Jackie, and he asks if he can go to the mall with his friends. Jackie does not call either of the parents to check, but lets the son go with his friends.

10 Chris works at the carwash and sees two cars come in right before closing – and they want the deluxe wash. His co-workers leave, so he's left alone. He stays 30 minutes longer to finish the work.

SESSION 20

WHAT IS MY LONG-RANGE EDUCATION AND CAREER PLAN?



Learning objectives

Develop a realistic education and career plan; identify long-term goals and individual steps to meet the goals



Skills objectives

Goal-setting, self-assessment, critical thinking, communication



Time

45 minutes



Materials

Participant collages created in Session 1

Overview

In this activity, youth review what they have learned about themselves over the course of the program. They put it all together to create a realistic education and career plan, including long-term goals and steps to help them meet their goals.

Activity

1. Encourage youth to look at the collages they made earlier in the program that represent the kind of life they would like to have in the future. Point out that throughout the CareerLaunch program, they have recorded notes about their desires, values, motivation, interests, strengths, skills and possible career paths. They set short-term and medium-term goals, applying strategies they have learned in this program. They also identified people in their network of contacts. Explain to youth that now it is time to use this information to set longer-term goals, so they will have a concrete plan for education and career when they leave the program. Refer them to “CareerBuilder: My Long-Range Education and Career Plan” on p. 10 of the Teen Guide.
2. Instruct youth to work independently or in pairs to review the CareerBuilder information they have recorded over the course of the program in order to put together a plan. Allow 15 to 20 minutes for youth to complete the plan worksheet. Walk around the room to assist and encourage them. After everyone has finished their plans, invite participants to take turns presenting the future life they envision, including their collages and their education and career plan – as well as steps they already have

taken or people they have already connected with. After each two-minute presentation, award each participant with a certificate of completion.

Wrap up

Discuss which paths seem most feasible. Point out that, although life paths may certainly change along the way, setting goals is important to success at any stage.

CareerBuilder

Remind participants that “CareerBuilder: My Long-Range Education and Career Plan” is part of the Career Portfolio. Tell them they can continue to work on it – revising and adding to it as they move closer to finding the career path that best fits who they are and where they would like to be in the future.

REMINDER!

This is not a test!

There are no wrong answers.

Your answers are confidential.

No one will know what you write.

If you have any questions, please raise your hand.

Let Club staff know if you have questions or need help.

PRE-TEST SURVEY

Before we begin the CareerLaunch program, we'd like you to take this survey. The survey asks you questions about yourself and your opinions about careers.

Please tell us about yourself.

ID# _____

(first letter of your first name + first letter of your last name + birthday (month/day/year))

Age _____

Gender ☐ Male ☐ Female

Race/Ethnicity

- ☐ African-American
- ☐ Asian/Pacific Islander
- ☐ Native American
- ☐ White
- ☐ Latino/Hispanic
- ☐ Bi-racial/Multiracial/Mixed Heritage
- ☐ Other _____

Grade

- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

1. How far in school do you think you will get?

- ☐ Some high school
- ☐ High school graduation
- ☐ Finish vocational or trade school
- ☐ One or two years of college
- ☐ Four-year college degree
- ☐ Master's degree, Ph.D., M.D. or equivalent

2. As you think about planning for a future career, which statement is most true?

- ☐ I'm too young to think about a career.
- ☐ I don't know what to do to start planning for a career.
- ☐ I know what to do but haven't gotten started yet.
- ☐ I know what to do and already have taken some steps.
- ☐ I know what to do and have a career plan in place.

3. Do you agree or disagree with the following statements?
AGREE
DISAGREE
NOT SURE
a. There's a lot of help available to me as I plan my career.

☐
☐
☐
b. If I start early, work hard and plan, I can have a fulfilling career.

☐
☐
☐
c. I know what my strengths are and what I'm good at.

☐
☐
☐
d. I have an idea of careers I might like to pursue after I graduate.

☐
☐
☐
e. I know what my interests are and the kinds of things I like to do.

☐
☐
☐
f. I can think of some possible careers that match my interests.

☐
☐
☐
g. Making a plan for my career is important.

☐
☐
☐

4. How often did you do the following last school year?	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
a. Talk to a parent, teacher, Club staff or other adult about possible work experience (paid or unpaid).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Talk to a school counselor about courses to take that would help you in a potential career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Talk with others about their careers and the path they took to get there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Make a short-term goal for gaining work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Show up on time, follow directions, meet expectations, give or receive feedback, or take initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Participate in school clubs or activities that help you discover your interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ask for help from a parent or teacher with a job application, resume or informational interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Do you agree or disagree with the following statements?	AGREE	DISAGREE	NOT SURE
a. The more education you get, the higher your earnings from work are likely to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A college education gives a person many more career options over a lifetime than a high school education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Internships are a great way to gain experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Problem-solving skills, professionalism, critical thinking, team-work and communication skills are important for your first job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. There are many good-paying careers possible with technical or two-year college degrees or certificates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Finding a mentor is important as you plan for a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My career begins with my first job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing the survey!

REMINDER!

This is not a test!

There are no wrong answers.

Your answers are confidential.

No one will know what you write.

If you have any questions, please raise your hand.

Let Club staff know if you have questions or need help.

POST-TEST SURVEY

Now that you have completed the CareerLaunch program, we'd like you to take this survey. The survey asks you questions about yourself and your opinions about careers.

Please tell us about yourself.

ID# _____

(first letter of your first name + first letter of your last name + birthday (month/day/year))

Age _____

Gender ☐ Male ☐ Female

Race/Ethnicity

- ☐ African-American
- ☐ Asian/Pacific Islander
- ☐ Native American
- ☐ White
- ☐ Latino/Hispanic
- ☐ Bi-racial/Multiracial/Mixed Heritage
- ☐ Other _____

Grade

- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

1. How far in school do you think you will get?

- ☐ Some high school
- ☐ High school graduation
- ☐ Finish vocational or trade school
- ☐ One or two years of college
- ☐ Four-year college degree
- ☐ Master's degree, Ph.D., M.D. or equivalent

2. As you think about planning for a career in the future, which statement is most true?

- ☐ I'm too young to think about a career.
- ☐ I don't know what to do to start planning for a career.
- ☐ I know what to do but haven't gotten started yet.
- ☐ I know what to do and already have taken some steps.
- ☐ I know what to do and have a career plan in place.

3. Do you agree or disagree with the following statements?
AGREE
DISAGREE
NOT SURE
a. There's a lot of help available to me as I plan my career.

☐
☐
☐
b. If I start early, work hard and plan, I can have a fulfilling career.

☐
☐
☐
c. I know what my strengths are and what I'm good at.

☐
☐
☐
d. I have an idea of careers I might like to pursue after I graduate.

☐
☐
☐
e. I know what my interests are and the kinds of things I like to do.

☐
☐
☐
f. I can think of some possible careers that match my interests.

☐
☐
☐
g. Making a plan for my career is important.

☐
☐
☐

4. How often did you do the following last school year?	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
a. Talk to a parent, teacher, Club staff or other adult about possible work experience (paid or unpaid).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Talk to a school counselor about courses to take that would help you in a potential career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Talk with others about their careers and the path they took to get there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Make a short-term goal for gaining work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Show up on time, follow directions, meet expectations, give or receive feedback, or take initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Participate in school clubs or activities that help you discover your interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ask for help from a parent or teacher with a job application, resume or informational interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Do you agree or disagree with the following statements?	AGREE	DISAGREE	NOT SURE
a. The more education you get, the higher your earnings from work are likely to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A college education gives a person many more career options over a lifetime than a high school education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Internships are a great way to gain experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Problem-solving skills, professionalism, critical thinking, team-work and communication skills are important for your first job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. There are many good-paying careers possible with technical or two-year college degrees or certificates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Finding a mentor is important as you plan for a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My career begins with my first job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing the survey!

PRE- AND POST-TEST SURVEY INSTRUCTIONS

Purpose and Overview. The pre-test and post-test survey tools seek to measure changes in participants over time. Test questions focus on members' attitudes, knowledge and skills in the following content areas related to launching their career: defining a vision for the future, exploring career options, gaining work experience while in high school, building job-readiness skills, having a positive work experience, and developing a short- and long-term plan for their career. Members are asked to rate a series of statements on a three-point scale (agree, disagree, not sure) or to rate how frequently they have done a specific behavior on a four-point scale (never, 1 or 2 times, 3 or 4 times, 5 or more times).

Members complete the pre-test survey at the beginning of the program and complete the post-test survey at the end.

Using a pre-test/post-test design is an efficient and effective way to measure the extent to which participants have achieved the desired outcomes. The test data informs BGCA of what aspects of the program are most effective, for whom, and ways in which the program can be improved.

Data Collection. Members will complete the pre- and post-test surveys on paper. When administering this tool to youth, make sure to give them clear instructions (read the instructions out loud). Remind members to include their ID numbers on the first page. We recommend using a combination of the first letter of their first names, first letter of their last names, and birth dates. This is critical for the purpose of data analysis; without an ID number, you will not be able match the pre-test and post-test surveys for individual youth.

Data Analysis. Data collected from pre-test and post-test surveys require statistical analysis. You need a statistical software package (e.g., SPSS or Excel) to be able to analyze quantitative data. If your Club does not have the staff or technological capacity for statistical analysis, we recommend you explore the resources at local colleges and universities. In particular, faculty and/or graduate students from the social sciences programs (e.g., psychology, social work, education) can be helpful resources and are usually looking for opportunities to partner with community-based organizations. The following describes basic steps to help you organize and analyze data from pre-test and post-test surveys:

- Questions in the surveys are organized into categories. Each category contains items that measure a specific topic or desired outcome for the program. With the exception of the background section, you can compute an average score for each category for all youth.
 - **Question #1** measures members' current plans for pursuing higher education.
 - **Question #2** measures members' readiness for the career process.

- **Question #3** measures members' attitudes about the benefits of career planning.
- **Question #4** measures members' behaviors related to preparation for a career.
- **Question #5** measures members' knowledge of the preparation for a career.
- To compare youth pre-program and post-program results, only include in the analysis those who have completed both surveys.
- Demographic information of the youth, including the items in the background section, can provide statistics for youth in the program (e.g., grade level, age, gender, etc.).
- If you do not have a statistical software package or professional help with scoring, you can do a simple calculation to determine the percentage of increase in youth's responses to questions. For example, if on the pre-test three out of 20 members responded that they think they will get a four-year college degree – and on the post-test, 17 out of 20 members responded the same way – the percentage of change from 3 out of 20 respondents to 17 out of 20 respondents is an overall increase of 70 percent. There are several online percentage change calculators you can use to help with these calculations.

HOW TO USE THIS TEMPLATE:

This letter is intended to inform parents, guardians and other caregivers about their child/teen's participation in the CareerLaunch program, and to encourage support of his or her efforts. Copy and paste the following copy, filling in the information in parentheses with your Club's information; print it out on Club letterhead, and distribute to member's parents/caregivers.

LETTER TO PARENTS/CAREGIVERS

(Club logo here)

(Insert your Club's name here)

CAREERLAUNCH PROGRAM

Dear (Caregiver name):

(Insert member's name) has chosen to take part in the CareerLaunch program at the Club. This program – part of a larger movement geared to encourage Club members toward academic success, high school graduation, goal-setting, college readiness, and career and job readiness – is designed to guide youth as they explore, plan and prepare for a successful career. Although young people today want meaningful careers, many also believe they cannot overcome barriers related to education, preparation, opportunity and guidance. This program provides a vital piece of the puzzle by offering the mentoring, support, and resources youth need to find and keep jobs as they plan for and continue on their chosen career path.

Because the program uses a team approach that involves Club staff, mentors, volunteers and community representatives, we're sending this letter to ask for your help in making this program a success. There are a number of ways you can be of assistance, and we'd appreciate anything you can do to help make CareerLaunch even more effective.

For example, (member's name) may wish to talk to you about some of the topics we'll address, including: a vision for the future, personal interests and strengths, gaining practical work experience, identifying potential mentors, exploring employment opportunities, thinking about potential careers, navigating online applications, writing a resume, and preparing for the interview process. Anything you can do to encourage youth to explore their path to a meaningful career would be greatly appreciated!

Thanks for your time and support. Our success at (your Club's name) begins at home.

Sincerely,
(Your name here)

ADDITIONAL RESOURCES

Interest Inventories

My Skills My Future, <http://www.myskillsmyfuture.org>

Mapping Your Future, <http://www.mappingyourfuture.org>

My Majors, <http://www.mymajors.com>

Interviewing Tips

About.com Job Searching, <http://jobsearch.about.com/od/interviews/tp/jobinterviewtips.htm>

Snagajob, <http://www.snagajob.com/resources/job-interview-tips-for-teens>

Occupational Outlook Quarterly, <http://www.bls.gov/opub/ooq/2000/Summer/art02.pdf>

Internships

Internships.com, <http://www.internships.com>

Internjobs.com, <http://www.internjobs.com>

Internship Programs, <http://www.internshipprograms.com>

Job Fairs

Nationwide Job Fairs.com, <http://www.nationwidejobfairs.com>

National Career Fairs, <http://www.Nationalcareerairs.com>

Resume Samples

Job Search, <http://Jobsearch.about.com>

Daily Writing Tips, <http://www.dailywritingtips.com/resume-writing-tips/>

Resume 101, <http://usatoday30.usatoday.com/img/content/flash/resume/frame.htm>

Teen Job Sites

My Skills My Future, <http://www.myskillsmyfuture.org>

My Next Move, <http://www.mynextmove.org>

White House, <http://www.whitehouse.gov/economy/jobs/youthjobs>

Career Rookie.com, <http://www.careerrookie.com>

Find Youth Info, <http://www.findyouthinfo.gov/youth-topics/youth-employment>

Kids.gov, <http://www.kids.gov>

Career One Stop, <http://www.careeronestop.org>

USA Jobs, <http://www.usajobs.gov>

21st Century Job Readiness

Jobs for the Future, <http://www.jff.org>

Jobs for America's Graduates, <http://www.jag.org>

Careers: the Next Generation, <http://www.nextgen.org>

U.S. Department of Labor, <http://www.dol.gov/odep/topics/youth/softskills/>