

# HIGHROAD FELLOWSHIP REPORTS

## LIBERTY WORKFORCE CURRICULUM

July 2014

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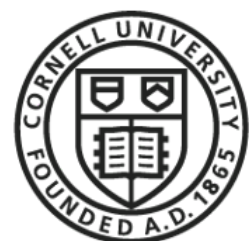
ILR '16, from Buffalo, NY

2014 High Road Fellow

With University at Buffalo

Liberty Partnership

\*this publication was written with Lauren Undercoffer



**ILR Buffalo Co-Lab**

The ILR Buffalo Co-Lab advances an equitable economy and democratic community, collaboratively integrating scholarly and practical understanding to strengthen civic action.

Since 1946, Cornell ILR has played a vital role in Western New York, working in partnership with businesses, unions, government, education and community organizations to build an economy that works for all.

High Road Fellowships were launched in 2009, in collaboration with community-based think-tank Partnership for the Public Good. They connect Cornell undergraduates with practitioners and creative community leaders who are driving change in the local economy.

Fellows are in Buffalo, NY for eight weeks in the summer, working on projects through their host organization.



Liberty Partnerships Youth Workforce Development Curriculum  
Created By: Tonya Russell and Lauren Undercoffer  
Date: July 25, 2014

Adapted from: Youth Works, Stanford School of Education, JA Achievement Program, Baylor University and Liberty Partnerships Summer Program Workforce Development Curriculums and What Works, University of Madison Research on Best Practices

### Youth Workforce Development Curriculum Outline

|                                                                                                                                                                                     |                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 1:</b><br>Icebreakers-10 minutes<br>Responsibility-40 minutes<br>Accountability-40 minutes                                                                                | <b>Lesson 9:</b><br>Microsoft Excel-20 minutes<br>Budget discussion-10 minutes<br>Excel budget-60 minutes                                                    |
| <b>Lesson 2:</b><br>Time management-45 minutes<br>Problem solving-45 minutes                                                                                                        | <b>Lesson 10:</b><br>Goal Setting- SMART goals- 40 minutes<br>Decision Making-30 minutes<br>Practice Typing/ Complete Budget 20 min                          |
| <b>Lesson 3:</b><br>Icebreaker-10 minutes<br>Microsoft Word-40 minutes<br>Typing-40 minutes                                                                                         | <b>Lesson 11:</b><br>Math basics-45 minutes<br>Reading basics-45 minutes                                                                                     |
| <b>Lesson 4:</b><br>Written Communication: <ul style="list-style-type: none"> <li>● Emailing- 20 minutes</li> <li>● Cover letter-20 minutes</li> <li>● Resume-50 minutes</li> </ul> | <b>Lesson 12:</b><br>Math basics-45 minutes<br>Reading basics-45 minutes                                                                                     |
| <b>Lesson 5:</b><br>Peer Review of Resume- 40 min<br>Edit Resume- 50 min                                                                                                            | <b>Lesson 13:</b><br>Leadership/group dynamics-1 hour 30 minutes                                                                                             |
| <b>Lesson 6:</b><br>Verbal Communication (blind-fold): 30 minutes<br>Password Game- 10 minutes<br>Nonverbal Comm./body language-25 minutes<br>Social Media-25 minutes               | <b>Lesson 14</b><br>Diversity-60 minutes<br>Team Work- 30 min                                                                                                |
| <b>Lesson 7:</b><br>Resume Review-15 minutes<br>Interviewing Skills basics-40 minutes<br>Mock Interview-35 minutes                                                                  | <b>Lesson 15:</b><br>Career assessment quiz-15 minutes<br>Career research and discussion-45 minutes<br>Networking-30 minutes                                 |
| <b>Lesson 8:</b><br>Personality Test- 20 min<br>Learning Styles Test-20 min<br>Self Confidence Survey-15 minutes<br>Review proper responses to FAQ- 25 minute                       | <b>Lesson 16:</b><br>Job search-as long as needed<br>Meeting with each student regarding progress-5-10 minutes per student<br>Review game-remainder of class |

## Lesson 1

**Objective:** Students will learn what it means to be responsible, and how to demonstrate it in the workplace

**Icebreaker:** Toilet Paper Game - Students will be instructed to take as many sheets as they would like from a roll of toilet paper. Once every student has some toilet paper in hand, they will be instructed to tell the class one thing about themselves for every piece of toilet paper they have.

*Time: 5-10 min*

### **Activity 1:**

Group Discussion:

- What does it mean to be responsible?
- What is responsibility?
- Why does it matter?
- What happens if someone is not responsible?

Break class into groups of 2-3 and have each group brainstorm ways they can demonstrate responsibility in the workplace. Have them think of things such as what to do if they are running late, are tempted to steal while at work, or made a mistake on a project etc.

*Time: 20 minutes*

**Activity 2 (see handout called “Your Biggest Responsibilities”):** adapted from Stanford School of Education YELL program

Have each student write their three biggest personal responsibilities and why it matters if they complete the task or not. Then write three things that can keep them from meeting these responsibilities (both external and internal obstacles) and three things that support them in meeting their responsibilities.

Follow the activity with group discussion about what some people wrote and discuss:

- Why does it matter if you complete your responsibilities?
- What stops you from meeting your responsibilities?
- What are some strategies for overcoming roadblocks or obstacles?
- How can you use your strengths?
- How do the responsibilities you have now connect with your goals?

*Time: 25 minutes*

**Activity 3 (see handout called “Accountability Scenarios”):**

Instructor will prompt group discussion with some real examples about the importance of being responsible for your own actions. Discuss at least 2 of the scenarios.

*Time: 25 minutes*

**Activity 4:**

Group Discussion:

- Why is it important for group members to be responsible?
- When is a time when a group member has caused the entire group to fail because they did not complete their responsibilities?
  - ex. sports teams, school projects, clubs etc.

*Time: 15 minutes*

**Resources:**

[http://gardnercenter.stanford.edu/our\\_work/yell/YELL.0712.Unit2.final.pdf](http://gardnercenter.stanford.edu/our_work/yell/YELL.0712.Unit2.final.pdf) (Leadership- Session 5, Part IV: Personal Landscape of Responsibility, used for Activity 2)

## Your Biggest Responsibilities- Lesson 1, Activity 2

Instructions: Think about what you are responsible for doing, and then fill out the following worksheet. Be prepared to discuss.

List your three biggest responsibilities (ex. walking the dog, completing your homework etc.):

1.

---

2.

---

3.

---

What happens if you don't complete each of these responsibilities?

1.

---

2.

---

3.

---

What are three things that can keep you from completing these responsibilities? List both internal and external factors.

1

---

2.

---

3.

---

What are three things that help you to honor your responsibilities?

1.

---

2.

---

3.

---

## Accountability Scenarios

**Scenario #1:** Izzy just started her first job. She works in an office doing administrative work for a lawyer. One day her boss comes into her office and drops a packet on her desk and asks her to fax it before the day is out. Izzy makes a mental note to fax it as soon as she has time. A few days later at a staff meeting her boss mentions that she hasn't heard back from one of her customers and asks Izzy if she faxed the packet. Fear rushes through Izzy. She completely forgot about it! It's still sitting on her desk. Izzy panics and says, "Of course I did, its weird that she hasn't responded". Her boss smiles and says "Okay Izzy, I really hope she responds this was going to be our biggest case of the year"

- Discussion Questions:
  - Did Izzy handle this situation well?
  - What are other things that Izzy could have done?
  - What should you do if you make a mistake in the workplace?

**Scenario #2** Ricky works on the grill at a local burger joint. His co-workers rely on him to make the delicious burgers they pride themselves in. One day Ricky wakes up for work and feels sick to his stomach, and has a pounding headache. He can barely move, let alone go to work and stand on his feet for 8 hours straight. Ricky decides that he is too ill to go into work today and lays back down and goes to sleep.

- Discussion Questions:
  - Did Ricky handle the situation well? Is there anything he should have done differently?
  - What should you do if you are sick and cannot come into work? How does this show responsibility?

**Scenario #3** Esther has a summer internship. Her boss gives her a project that she suspects will take Esther the entire summer to finish. Esther works diligently on the project and two weeks before the end of her internship, Esther completely finishes. Esther knows that if she tells her boss she is done, they will find new work for her to do. She would be perfectly content sitting in her office for the rest of the summer pretending to work on the project while actually watching Netflix and texting friends. The next day Esther walks into her boss's office and hands her the finished project and asks what else needs to be done. Her boss is thoroughly impressed and asks if Esther would help her finish up another project that really needs to be done, but the rest of the office is busy. Esther spends the rest of the summer diligently working on the new project. The boss is very grateful for Esther's help.

- Discussion Questions:
  - Did Esther handle the situation well?
  - How does this demonstrate Esther taking responsibility for her job?
  - What should you do if you finish work before the deadline?

## Lesson 2

**Objective:** Students will learn how to make intellectual decisions about how to spend time wisely, and how to effectively resolve conflicts.

**Activity 1 (see handout called “Time Management Activity”):**

Students will participate in the time management activity located below. In the activity students will be given \$24 dollars (\$1=1 hour) and asked to place the money in baskets representing how they will spend their time/money. Instructions are on the worksheet.

Materials needed: labels, small baskets, markers, fake money

Discussion questions:

- Did anyone have any money left over? Why?
- Were there any activities that you wanted to put in your day but you could not?
- How did you decide what activities you would eliminate from your 24 hour schedule?
- What was difficult about this task? (Talk about paralleling time. How could you combine tasks to create more time for other activities?)
- Why is it important to manage your time wisely?

*Time: 25 minutes for activity; 20 minutes to discuss; 40 min total*

**Activity 2:**

Discuss importance of communication and how to maturely handle conflict/problem solve.

Discussion Questions:

- Why is it important to know how to handle conflicts and problems in the workplace?
- What kind of conflicts do you think you will run into?

*Time: 10 minutes*

**Activity 3 (see handout called “Conflict Resolution”):**

Divide students up into 4 or 5 groups and give them a scenario (located below). Groups will have to act out the scenario and how they would resolve the issue. Afterwards discuss the scenarios and the correct action that should be taken.

Guided Discussion:

- How should you handle the situation?

*Time: 10 minutes for groups to discuss, 2 minutes to perform, 5 minutes to discuss: total of 40 minutes*

**Resources:** [http://www.glencoe.com/sec/health/updateshome/bul\\_arch/fall03\\_01.shtml](http://www.glencoe.com/sec/health/updateshome/bul_arch/fall03_01.shtml) handout about time management for teens. Can be given to kids as a handout or instructor can use it and mention these tactics in class.

## Time Management Activity

You will be given \$24 to represent 24 hours in a day (\$1=1 hour). Think about how you currently spend your time. There will be baskets around the room representing different activities that you can do in a given day (also listed below). Place \$1 in each basket for every hour you spend doing that activity (ex. if you get a full 8 hours of sleep, then put \$8 in the basket labeled “sleep”). Keep track of how you spend your time/ money. Any money that you do not use will be lost at the end of the day. You cannot borrow money from another student.

|                                      |                                              |
|--------------------------------------|----------------------------------------------|
| Sleep - recommended 8 hours          | Talk to family                               |
| School - mandatory 7 hours           | Read a book                                  |
| Eating                               | Practice an instrument, acting, singing etc. |
| Commuting                            | Volunteer                                    |
| Shower/Cosmetic Activities           | Go to a museum, zoo etc.                     |
| Homework                             | Watch Television                             |
| After-School Activities              | Play Videogames                              |
| Relax                                | Hang out with friends                        |
| Exercise                             | Surf the web/ Social media                   |
| Draw/ Paint                          | Go Shopping                                  |
| Listen to music                      | Go to Movies                                 |
| Write poems, music, short story etc. | Clean your room                              |
| Walk the dog                         | Go to work                                   |
| Babysit                              | Do laundry                                   |
| Cook                                 | Wash dishes                                  |
| Mow the lawn/shovel the snow         |                                              |

## **Conflict Resolution Scenarios: (taken from Youth Works)**

Instructions: You will be placed into groups of 3 or more and given a scenario to analyze. Read the scenario and brainstorm how you would handle the situation. Each group will act out the scenario in front of the class implementing your resolution to the conflict. Not all group members must be in the skit, but all must participate in planning.

1. You have just gotten your first summer internship at a nearby drug pharmaceutical company. After a month on the job and absolutely loving it, your supervisor approaches you. She says that she has information that leads her to believe that you stole money from a co-worker. How would you handle this situation?
  
2. You are a supervisor taking 4 interns through an orientation process on the first day on the job. Two interns are being rude and obnoxious, 1 falls asleep and 1 is dressed in unacceptable clothing. How do you handle this situation?
  
3. Your teacher assigns you to a group with 4 other students. The group must create a project about a social issue that is impacting the community. You will all get the same grade at the end of the project with the assumption that everyone puts in the same amount of work. Unfortunately, 2 members of your group are not pulling their fair share and the project due date is nearing. How do you handle this situation?
  
4. You are the Program Director of Liberty Partnerships at University at Buffalo and you have just been informed that one of your students is consistently showing up late for work, is abusing break time and will not comply with company dress code. The student also does not review her work and makes several errors on projects. How do you handle this situation?
  
5. One of your co-workers is constantly picking on you. He makes fun of your hair and clothes on a daily basis and you ask him to stop but he keeps doing it. You don't think you can take it much longer and you don't want to seem like a tattletale if you go and tell the boss. What should you do?

## Lesson 3

**Objective:** Students will learn the basics of and become proficient in typing and Microsoft Office.

**Ice Breaker:** Once upon a time- Ask each student to think of a person, a place or thing. Select someone to begin a story that mentions their person place or thing within 10 seconds. After 10 seconds (use a stopwatch) the story is continued by the next person who must also mention their person, place or thing within 10 seconds. Continue until all students have participated. The story should get weird.

*Time: 10 minutes*

### **Activity 1:**

Instructor will teach students the basics of Microsoft Word. This includes learning about headers, fonts, formatting, size, bold, italics, margins, inserting a table, bullet points, using resume templates (introduction because will be using later)etc.

*Time: 40 minutes*

### **Activity 2:**

Instructor will teach students the proper placement of fingers on the keyboards. Students will practice using online typing instruction and typing games. During any free time throughout course have students practice.

- For students who have very low typing skills have them complete these online lessons before playing games  
<http://www.how-to-type.com/touch-typing-lessons/how-to-type-top-keys/>
- Typing Games:
  - <http://www.funtotype.com/>
  - <http://race.sense-lang.org/>
  - <http://www.freotypinggame.net/>

*Time: 40 minutes*

## Lesson 4

**Objective:** Students will learn about how to express themselves through written communication by creating emails, cover letters and resumes.

### **Activity 1: (See “Email Message Scenarios”)**

We will have a group discussion about how to properly compose a professional email. For example: Emails should not look like text messages. Students will then be given scenarios for message writing and will compose an email and discuss with the class

Be sure to discuss:

- Capitalization
- Complete sentences
- Appropriate Greeting and Closing
- No shortening words like text message

*Time: 20 minutes*

**Activity 2:** Instructor goes over the basics of how to create a cover letter, and the purpose, and shows examples and allow for classroom discussion to clear up confusion

- <http://jobsearch.about.com/od/student-cover-letters/a/entry-level-cover-letters.htm>
  - for sample cover letters to show students

*Time: 20 minutes*

### **Activity 3 (see links under resources and handout “Resume-YouthWorks”):**

Instructor goes over the basics of how to create a resume. Discussing what goes on it and how to format, and what the purpose of a resume is. Discuss importance of action words and that resume tells your story. Consult YouthWorks Resume Worksheet below. Can be passed out to students or used for instructor reference. **Students then create their own resume and turn it into the teacher.**

*Time: 50 minutes*

### **Resources:**

- <http://www.slideshare.net/rachelweber/resume-writing-for-teens>
- <http://www.slideshare.net/DonchoMinkov/writing-a-resume-10995132>
  - Can use one of those PowerPoint presentations to teach the basics of resume writing
- <http://jobsearch.about.com/od/sampleresume1/a/high-school-resume-examples.htm>
  - for sample resumes to show students
- <http://money.usnews.com/money/blogs/outside-voices-careers/2012/06/20/10-things-to-leave-off-your-resume>
  - possible handout for students “10 Things to Leave Off Your Resume”
- <http://jobsearch.about.com/od/student-cover-letters/a/entry-level-cover-letters.htm>
  - for sample cover letters to show students

**Email Message scenarios (for Activity 1):**

Read the scenarios below and compose an appropriate email. Be prepared to share if called on.

1. You are emailing an employer and inquiring about a potential job.
2. Your teacher miscalculated your grade on your final exam and you are setting up an appointment to meet with her.
3. You are having trouble with a co-worker and are informing your boss about the situation.
4. You just completed an interview and are sending a thank-you letter.

# Resume Tips from Youth Works

## RESUME

### WHAT IS A RESUME?

- A personal, individual summary of your background, experience, training and skills
- An opportunity to present your best qualities to an employer the way you want to be seen
- A calling card to remind the interviewer or employer who you are
- A prospect for you to generate interviews outside your geographic area
- A way for employers to compare your specific qualifications to those of other candidates

### WHY IS A RESUME SO IMPORTANT?

- Resumes are expected for almost all types of jobs from clerk to president.
- Resumes serve as a focus for an interview. Once your assets are organized on paper, you will find it easier to discuss your skills.
- Resumes allow you to have all the facts at your fingertips. This will eliminate fumbling for dates and significant facts.

### THREE TYPES OF RESUMES

#### Chronological

- Lists your experience in reverse order. The focus is on your work experience.

#### Functional

- Highlights your best skills and downplays work experience (good for students, those with little work experience).

#### Combination

- Combines the best of chronological and functional. It allows for greater versatility. Choosing words carefully and laying out the resume effectively are the greatest priorities in this style.

### RESUME DO'S AND DON'TS

#### **DO:**

- Be explicit, use action verbs
- Make it one page and never more than two
- Select proper format
- Use direct, standard English
- Check for spelling errors

#### **DON'T:**

- List hobbies, unless related to work
- List references\*
- List salary requirements or past salaries
- Give reasons for leaving prior work
- List age, gender, weight, height
- Attach a photo

\*References should be typed on a separate sheet

### ACTION WORDS FOR RESUMES

- |                |              |
|----------------|--------------|
| ➤ Achieved     | ➤ Explained  |
| ➤ Advised      | ➤ Handled    |
| ➤ Assisted     | ➤ Helped     |
| ➤ Built        | ➤ Improved   |
| ➤ Compiled     | ➤ Led        |
| ➤ Communicated | ➤ Maintained |
| ➤ Completed    | ➤ Managed    |
| ➤ Coordinated  | ➤ Organized  |
| ➤ Corrected    | ➤ Persuaded  |
| ➤ Created      | ➤ Prepared   |
| ➤ Demonstrated | ➤ Served     |
| ➤ Designed     | ➤ Taught     |
| ➤ Established  | ➤ Wrote      |

## Lesson 5

**Objective:** Students will learn about the importance of peer review and editing work for a clean finished product.

**Activity 1:** Teacher hands back resumes with corrections and talks in general about what she noticed.

*Time: 10 minutes*

**Activity 2 (see “Peer Review” Handout):**

Have students partner up and review each others resume. Stress the importance of giving constructive feedback and also how to implement suggestions. Review the peer review questions before students begin. If time permits do two rotations so that each person gets feedback from two different people.

*Time: 40 minutes*

**Activity 3:**

Students will use peer feedback to edit their resumes. Return resumes to teacher for another review.

*Time: 40 minutes*

**Activity 4:**

If a student completes the second draft of their resume then they are to play typing games for the duration of the lesson.

*Time: Duration of class*

## Peer Review Handout

Name:

Whose Resume you are reviewing:

Instructions: You will be placed in pairs and asked to review eachothers resumes. Begin by reading each resume aloud to see if you can catch any grammar mistakes. Then read your partner's resume silently and answer the following questions. When you are both done share your critiques. Answer all questions.

1. What are two things that you liked about the resume?
2. Does the resume include all necessary categories?
3. Are there any grammar or spelling mistakes?
4. Is the resume aesthetically pleasing?
5. Is there anything on the resume that you think does not belong?
6. What are two things that the person can do to make their resume better?

## Lesson 6:

**Objective:** Students will learn about verbal and nonverbal communication through activities. They will also understand the implications of social media.

### **Activity 1: verbal communication**

Students will pair up. One person is blindfolded and the other person leads the blind through an obstacle course composed of orange traffic cones. Have at least two courses at the same time to create a friendly competition between teams. If a person hits a cone, then they must start the obstacle course over. Courses will change after each round. If time permits allow each pair to have a turn being the speaker and listener.

Discussion questions after completing activity:

- What made the task more difficult? What made it easier?
- For the person listening, what is something that speaker could have done to make the task easier?
- For the speaker, what is something the listener could have done to make the task easier?
- Why would it be important to be able to listen to and take directions in the workplace?

*Time: 30 minutes*

### **Activity 2: verbal communication (See handout “Password Game”)**

Students participate in a game of the Password Game. Instructor will hand out cards to the pairs that say Student One or Student Two. The pairs are not allowed to see each other's cards. Student One then gives hints to Student Two to try and get them to guess the workplace item on their card. They have two minutes to see how many words their partner can guess. After two minutes it is then Student Two's chance to describe their words to Student One.

Discussion Questions

- What made it hard to guess?
- How could the describer have improved?

*Time: 10 minutes*

### **Activity 3: Non-verbal Communication**

Have students line up by age without speaking. They should line up based on birth month, day and year. Once they have completed this task have discussion about what they learned.

- Discussion Questions:
  - What was difficult about this task?
  - What strategies did you use to make it easier?

*Time: 15 minutes*

**Activity 4:** Body Language as non-verbal communication. See handout (“Body Language tells All”) Give students scenarios of interactions between people where body language affects how a message was understood.

- Discussion Questions:
  - Why is it important to be aware of your body language?
  - Can you think of other examples where someone's body language suggested something?

*Time: 15 minutes*

**Activity 5:** Social Media see handout (“Social Network”)

Instructor looks up a volunteer student’s Facebook on computer screen and demonstrate that most of Facebook is public. Discuss the implications sharing too much information on FB. Have further discussion on Twitter, Instagram, Tumblr etc and how to use them correctly. Discuss LinkedIn and its unique purpose in creating a business network. After discussion give students Social Network Guide Handout.

Discussion Questions:

- Why would you not want to post inappropriate questions on a social media site?
- If you were an employer, what would you look for on potential employee’s pages?
- What are the types of things we should delete from our facebook? What type of things are okay to still show?
- How is LinkedIn different from other social media sites? What is the benefit of LinkedIn?

*Time: 20 minutes*

**Resources:**

- A handout that explains social media that can be given to students before or after class. Document called “Your Guide Social Network”
- Conflict Resolution Scenarios from Youth Works binder

## Password Game Cards

| Student One     | Student Two                |
|-----------------|----------------------------|
| Firefighter     | Suit and Tie               |
| Nurse           | Resume                     |
| Lawyer          | Pediatrician               |
| Blouse          | Police Officer             |
| Skills          | Office                     |
| Co-worker       | Manager                    |
| Facebook        | Computer Programmer        |
| Vacation        | Lunch Break                |
| Microsoft Excel | Dentist                    |
| Zoologist       | Human Resources Department |

| Student One  | Student Two   |
|--------------|---------------|
| Veterinarian | Welder        |
| Clock        | Job           |
| Meeting      | Paper Work    |
| Truck Driver | Referee       |
| LinkedIn     | Clock         |
| Accountant   | Cosmetologist |
| Career       | Journalist    |
| Interview    | Supervisor    |
| Chef         | Twitter       |
| Computer     | Department    |

## **Body Language Tells All.**

Follow the Instructions for each Scenario. Should be done as a class.

### **Scenario #1:**

Manager: Amber, can you please go clean out the bathroom. A guest just complained.

Amber: I just went and cleaned it no more than 10 minutes ago

Manager: Can you please go check again?

Amber: Alright.

- A. Have two people stand up and read the conversation below outloud in a normal tone standing straight up.
- B. Read the conversation again this time have Amber cross her arms and roll her eyes every once in a while
- C. Read the conversation again and this time have amber stand up straight and the manager point sternly at Amber every time she talks

Discussion Questions: How did the meaning of the conversation change based on each change in body language?

### **Scenario #2**

Tony: I'm very excited to be here today

Boss: We're excited to have you too

- A. A. Read aloud standing still
- B. Read with Tony crossing his arms and rolling his eyes
- C. Read with the Boss not looking at Tony, but instead looking around

Discussion Questions

- How did the meaning of the conversation change based on each change in body language?



## YOUR GUIDE TO SOCIAL NETWORKING

**YES, I'M ON A SOCIAL  
NETWORKING SITE.  
WHAT'S THE BIG DEAL?**

Adults sometimes freak out about social networking sites because they're constantly hearing stories about predators and privacy. You're probably there just to socialize with your friends, talk to people with similar interests, and share what's going on in your life. But plenty of teens have gotten into trouble on these sites by posting inappropriate pictures and comments, and meeting people in person they know nothing about except what's online.

**Check, check, check!** The most important thing you can do to protect yourself on these sites is to check your profile for anything too risky to post.

**SO, HOW CAN I BE SAFER?**

**WHAT DO I LOOK FOR?**

Sometimes looking through your entire profile can be annoying, especially with all of those privacy settings. Use this guide and check off each section when you're finished. That way, you won't miss anything.

# 5

**POSITIVE THINGS  
YOU CAN DO  
ON SOCIAL  
NETWORKING SITES**

- 1 CREATE FAMILY PHOTO ALBUMS**  
What better to keep your distant relatives up-to-date on your activities?
- 2 CHAMPION A CAUSE**  
From animal rights to bullying awareness, social networking sites are the place to go for social activists.
- 3 JOIN A GROUP**  
Connect and discuss your interests with like-minded people.
- 4 MARKET A TALENT**  
Stars are born every day online. No need to move to California to pursue that recording contract; with one hit video the producers will come to you!
- 5 FIND A COLLEGE**  
Make an informed decision about where to go to school by chatting with current students and faculty.

This resource brought to you by



Watch videos and play games at [NSTeens.org](http://NSTeens.org)

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[NetSmartz.org/TipSheets](http://NetSmartz.org/TipSheets)



## Your Guide to Social Networking

**NetSmartz Workshop**  
A PROGRAM OF THE  
NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

### PROFILE PICTURE

Is there anything about your picture that could get you in trouble, like nudity, alcohol, or drugs? Remember, this picture will be public!

### ACCOUNT/SETTINGS

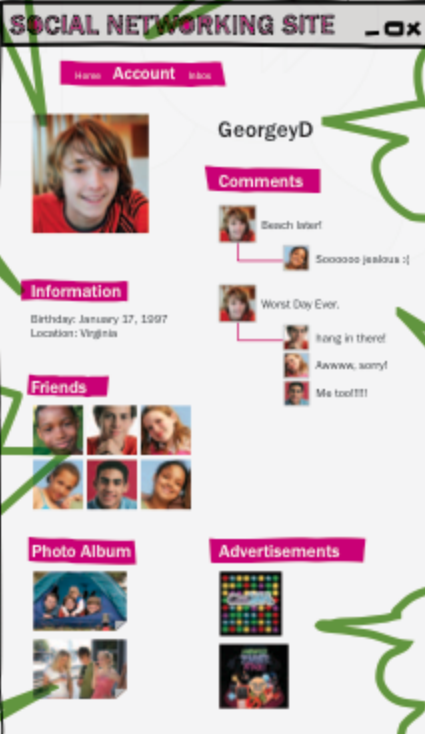
This is where you'll adjust your privacy settings. Go through each option slowly. Always ask yourself – what is on my profile and who can see it?

### INFORMATION/ABOUT ME

What are you sharing about yourself? Delete anything that could be too much information, like where you live or go to school. You don't have to fill in every empty box!

### USERNAME

This is either your real name or a nickname. Using a real name isn't bad; it just means you have to look more closely at your privacy settings and contacts.



### COMMENTS/WALL

Delete any inappropriate comments, and don't forget to be careful what you post on others' pages, too.

### FRIENDS/CONTACTS

This list may include people you only know online. Go through each friend and decide if you want to give them access to your page. Why do they really want to be your friend?

### ADS/APPS

If you click on these or add them to your profile, you're allowing companies access to your personal information. Always read the fine print and decide what's OK to add and what's not.

### PHOTOS/ALBUMS

What kinds of photos are you sharing? Who can see them? Don't post anything you could get in trouble for, like nudity, alcohol, or drugs.

This resource brought to you by



Watch videos and play games at [NSTeens.org](http://NSTeens.org)

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[NetSmartz.org/TipSheets](http://NetSmartz.org/TipSheets)

## **Lesson 7:**

**Objective:** Students will learn how to conduct themselves in an interview

### **Activity 1:**

Instructor will return student resumes with comments. Instructor will make comments on common mistakes and pass back corrected versions.

*Time: 15 minutes*

### **Activity 2:**

Review basic interviewing skills and watch the video below and discuss what they noticed and learned.

Video: Dos and Don'ts of interviewing video <http://youtu.be/xEbNGvE9COw> (approx 6 min)

Topics to be covered during discussion:

- Cell phone usage
- Appropriate clothing
- Jewellery
- Eye contact
- Proper language
- Firm handshake
- Body Language

*Time: 40 minutes*

### **Activity 3:**

Conduct two mock interviews. The instructor will be an interviewee and a student will be the interviewer using the questions below that have stars. Interviewee personality suggestions for instructor located below, although instructor may use their own discretion.

Interview Questions:

1. Tell me about yourself.\*
2. What are your career goals, both short and long term?
3. What are your strengths and weaknesses?\*
4. Do you work well with others? Give me an example?
5. Are you competitive?
6. Tell me about your last job. Why did you leave?\*
7. Why do you want to work for our company?
8. Why do you believe you are the best fit for this job?\*
9. Do you have any questions for me?\*

For the interview questions you do not have to go through all of them in the mock interview, only the ones with \* are mandatory. During discussion of interview make sure to mention proper answers. If time permits discuss unstarred questions. There will be time in a later lesson to discuss the proper answers fully.

Discussion Questions:

- What went well during the interview?
- What is something that could have been differently?
- Keep discussion focused on expectations of interview

*Time: 35 min*

**Homework (see handout “FAQ during interviews”):** Pass out list of Frequently asked questions during an interview handout. Tell students to read over the list and have an idea of answers for the next class.

**Resources:**

- <http://www.businessinsider.com/things-never-do-interview-2014-4> (for Activity 2)
- Document called “interview techniques” can be given to students after class. Outlines interviewing tips so they have a physical copy to take home with them.  
<http://www.sharemylesson.com/teaching-resource/Interview-techniques-booklet-6138309/>
- dos and don't of interviewing video <http://youtu.be/xEbNGvE9COW> (for Activity 2)

## **Interviewee Personalities (for Activity 3):**

**Interview Personality #1:** You are a student who is barely getting by in terms of grades. Your mom made you go to this interview because she said you need to get out of the house. You don't know how to behave in an interview and will constantly check your phone, interrupt, slouch and wear very casual clothes. Never look the interviewer in the eye. This student has no qualifications and is lazy and sloppy and hoping he can just slide by. We want to use this one as an example of an all around bad interview, but do a few small things right. For example, call the interviewer ma'am.

**Interview Personality #2** You have great grades and really want to have your first job. During the interview you will sit up straight and try and answer the questions in complete sentences. You may have a million extracurricular activities and are the president of everything. Although you are qualified for the job you act like a know-it-all. Interrupt the interviewer and talk about yourself as much as possible. We want students to see that just because you are qualified does not mean you are automatically going to do well in an interview. Be sure to make some mistakes, but also demonstrate that this student is very smart, he/she just doesn't know how to handle his/herself.

## **FAQs during Interview:**

1. Tell me about yourself.
2. What are your career goals, both short and long term?
3. What do you think it takes to be successful in this job?
4. How do you plan to gain the necessary skills?
5. What is your greatest strength?
6. What is your greatest weakness?
7. What was your favorite class in high school? Why?
8. What is an accomplishment you have made in the last five years that you are proud of?
9. What is a time you failed to reach a goal? What did you do about it?
10. What are your career goals?
11. Do you work well with others? Give me an example?
12. Are you competitive?
13. Tell me about your last job. Why did you leave?
14. Why do you want to work for our company?
15. Why do you believe you are the best fit for this job?
16. Do you have any questions for me?

## Lesson 8:

**Objective:** Students will learn about their personality, and learning style in order to better understand how they think and learn. Students will also learn how to develop insightful and meaningful responses to frequently asked interview questions.

**Activity 1:** Students will take the Personality Test on <http://www.humanmetrics.com/cgi-win/jtypes2.asp>. After completed, instructor will review what each letter stands for and what it means about the student's personality. (read about theses prior to class. <http://www.truity.com/view/types>. Print out descriptions for kids to read).

*Time 30 min*

### **Activity 2:** Learning Styles

Students will take the learning styles quiz accessible through the link below, and instructor will go over the answers and what it means for the students at school and at work. Website gives descriptions of learning styles

<http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>

*Time 20 minutes*

### **Activity 3:** Self-Confidence Survey (*see handout in Youth Works Self Confidence Survey*):

Students will take the Self Confidence Survey found in Youth Works binder.

Discussion Questions:

- Were you happy with the rating you received?
- What can you do to increase your self esteem?
- What does it mean to have high self-esteem?
- How would having a good self-esteem help you in the workplace?

*Time: 15 minutes*

### **Activity 4:** Review and answer interview FAQs

Together students and instructors will go over the FAQs of interviews and discuss what an appropriate response would be.

*Time: 25 minutes*

## Self Confidence Survey From Youth Works Workforce Development:

### SELF-CONFIDENCE SURVEY

This self-evaluation exercise is designed to help you measure your personal confidence in initiating communications with others, which, in turn, can lead to building better human relationships. Circle the number that indicates where you fall in the scale from 1 to 10. After you have finished, total your scores in the space provided.

|                                                                                                           |    |   |   |   |   |   |   |   |   |   |                                                                                                 |
|-----------------------------------------------------------------------------------------------------------|----|---|---|---|---|---|---|---|---|---|-------------------------------------------------------------------------------------------------|
| I am completely at ease when it comes to speaking up in class or in other groups.                         | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I never take the initiative to speak up in groups of any kind.                                  |
| When I have all of the facts, I do not hesitate to present my opinion.                                    | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I never present my opinion even though I know I am right.                                       |
| I enjoy initiating a conversation with a stranger if there is no danger involved.                         | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Even under ideal (safe) conditions, I would never talk to a stranger.                           |
| It doesn't bother me at all to join informal groups already involved in communications.                   | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I would feel so awkward I would never join an informal group of any kind without an invitation. |
| If a co-worker and I had a personality conflict, I would initiate a meeting to reconcile our differences. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | If a co-worker and I had a personality conflict, I would let time solve it.                     |
| I would have complete confidence to approach my supervisor on any matter important to me.                 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I would never approach my supervisor under any circumstances.                                   |
| I would quickly volunteer to speak over a microphone at a dinner meeting.                                 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Under no conditions would I volunteer to speak in front of any group.                           |
| I enjoy walking into strange social environments when I do not know anyone.                               | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I refuse to walk into strange social environments even if I know I will meet a friend.          |
| In conversations, I always look people in the eye.                                                        | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I never look anybody in the eye.                                                                |
| I have more than enough self-assurance to initiate a relationship with anyone.                            | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | My self-assurance is zero when it comes to initiating relationships with others.                |

TOTAL SCORE

If your point total is 50 or above, you are doing your part or more in building relationships. If your score is under 50 points, more initiative on your part might be desirable. The field-testing of this exercise showed that most people should strive for more self-confidence in building relationships.

## Lesson 9:

Objective: Learn the basics of Excel and use it to create a budget.

### Activity 2

Instructor teaches class the basics of excel.

- Copy and paste
- Create formulas (addition, multiplication, selecting range of cells to perform function)
- Sort text
- Wrap text
- Create graph
- Reference cells
- Instructor should use this site as a guide for reference cells.  
<http://www.gcfllearnfree.org/excel2013/15>

*Time: 20 minutes to teach*

### Activity 2:

Group Discussion:

- Why is it important to have a budget?
- What must be taken into consideration when creating a budget?
- What is the difference between annual gross income and annual disposable income?

*Time: 10 minutes*

### Activity 3 (see handout called “Budget Instructions” and “Budget Sheet”):

Students will create a budget using excel. They will receive an income and get to choose from a list what car and house they want, which will determine rent and gas costs. Budget will include: rent, food, housing, car note, gas, electricity, gas personal expenses, emergency etc. If students do not finish in 60 minutes it is okay, there will be time during next lesson, but be sure to complete activity 4 during this lesson.

*Time: 60 minutes*

### Activity 4:

Group discussion about the importance of saving money and what they learned from creating a budget.

Discussion Questions:

- What trouble did you have creating a budget?
- Did you have any money to put in savings?
- What are some reasons you might want to save your money? If you don't save what are possible consequences?
  - mention emergencies, down payments for a car/house, trips, etc.
- Why is it important to have a budget?

*Time: 10 minutes*

**Budget Instructions:**

Your teacher will randomly assign you an occupation and monthly salary. Using an excel spreadsheet create a budget for your new life. Before beginning indicate on your budget the amount of money lost due to taxes (on your card) and how much money you will set aside for savings (recommended at least 10% of your income). Then select one of the houses below, and a car and subtract rent and car note payments from your net income. Based on your selections you will then need to subtract out the appropriate amount for heating, electricity and gas. With the money left over distribute it between food, clothing, emergency fund/savings account, and other personal expenses. A sample of what your chart on excel should look like is below.

**Budget Sheet:** Once you have received your occupation, create the table below in Microsoft Excel and fill in the appropriate numbers. Utilize equations learned in class to help make the budget. For example, when calculating your annual disposable income use an equation to subtract taxes from annual gross income instead of a calculator.

| Category                                                 | \$ Amount |
|----------------------------------------------------------|-----------|
| Annual Gross Income                                      |           |
| Taxes                                                    |           |
| Annual Disposable Income (Annual Gross Income- Taxes)    |           |
| Monthly disposable income (Annual Disposable income/ 12) |           |
| Housing Payment                                          |           |
| Auto Loan                                                |           |
| Gas for car                                              |           |
| Groceries                                                |           |
| Heat                                                     |           |
| Electricity                                              |           |
| Clothing                                                 |           |
| Entertainment                                            |           |
| Cell Phone                                               |           |
| Internet/Cable                                           |           |
| Money to go to savings                                   |           |
| Create your own expense                                  |           |
| Create your own expense                                  |           |
| <b>Total \$ left over (should be 0)</b>                  |           |

## **House Selections:**



**1063 Amherst Street**  
**Buffalo, NY 14216**  
6 Bedrooms, 4 Bathrooms  
2,800 sqft  
\$655,000 -- \$2516 per month  
Monthly heating costs: \$360  
Monthly electricity costs: \$175



**318 Richmond Avenue**  
**Buffalo, NY 14222**  
4 Bedrooms, 5 Bathrooms  
3,590 sqft  
\$209,900 -- \$806 per month  
Monthly heating costs: \$440  
Monthly electricity costs: \$250



**599 Parkside Avenue**  
**Buffalo, NY 14216**  
3 Bedrooms, 2 Bathrooms  
2,036 sqft  
\$249,900 -- \$960 per month  
Monthly heating costs: \$275  
Monthly electricity costs: \$120



**170 Saint Lawrence Avenue**  
**Buffalo, NY 14216**  
3 Bedrooms, 1 Bathroom  
1,131 sqft  
\$109,900 -- \$422 per month  
Monthly heating costs: \$180  
Monthly electricity costs: \$60



**13 Abbottsford Place**  
**Buffalo, NY 14213**  
4 Bedrooms, 2 Bathrooms  
1,580 sqft  
\$59,900 -- \$230 per month  
Monthly heating costs: \$210  
Monthly electricity costs: \$80

### **Car Selections: (\$1000 down)**



**2014 Chevrolet Corvette Stingray Z51**  
\$74,933  
\$867.20 for 8 years  
Monthly fuel costs: \$205



**2014 Lexus CT 200h**  
\$32,050  
603.85 for 5 years  
Monthly fuel costs: \$102



**2013 Ford F150 XL**  
\$18,881  
10,638 miles  
\$348.35 for 5 years  
Monthly fuel costs: \$216



### **2010 Ford Escape XLT**

\$15,435

37,031 miles

\$281.50 for 5 years

Monthly fuel costs: \$176



### **2011 Kia Optima LX**

\$12,945

45,657 miles

\$233.19 for 5 years

Monthly fuel costs: \$147



### **2007 Pontiac G6 Base**

\$8,560

60,361 miles

\$167.34 for 4 years

Monthly fuel costs: \$173



### **1998 Honda Civic EX**

\$2,995

157,500 miles

\$85.75 for 2 years

Monthly fuel costs: \$151

**Occupations: To be distributed randomly to students:**

Say: These represent annual income and taxes, don't forget to subtract the taxes and divide by 12 to get monthly disposable income!

|                                                          |                                                     |                                               |
|----------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------|
| Zoologist: \$58,000<br>Taxes: \$9,287                    | Chemical engineer: \$67,80<br>Taxes: \$11,016.70    | Chef: \$42,480<br>Taxes: \$6,547.72           |
| Janitor: \$22,320<br>Taxes: \$2,989.48                   | Teacher: \$53,400<br>Taxes: \$8,475.10              | Doctor: \$187,199<br>Taxes: \$32,090.62       |
| Lawyer: \$113,530<br>Taxes: \$19,088.05                  | Dentists: \$146,940<br>Taxes: \$24,984. 91          | Veterinarian: \$84,460<br>Taxes: \$13,957.19  |
| Social Worker: \$42,480<br>Taxes: \$6,547.72             | Computer programmer: \$78,260<br>Taxes: \$12,862.89 | Police Officer: \$55,270<br>Taxes: \$8,805.16 |
| Nurse Practitioner: \$89,960<br>Taxes: \$14,927.94       | Actuary: \$106,680<br>Taxes: \$17,879.02            | Astronaut: \$141,715<br>Taxes: \$24,062.70    |
| Air Traffic Controller:<br>\$122,530<br>Taxes: 20,676.55 | ChildCare Worker: \$19,510<br>Taxes: \$2,493        | Auto Mechanic: \$36,610<br>Taxes: \$5,511. 67 |
| Oral Surgeon: \$233,300<br>Taxes: \$40,227.45            |                                                     |                                               |

## Lesson 10

**Objective:** Students will understand how to create SMART goals. Students will be able to set long and short term goals and identify how to accomplish these.

### Activity 1 (handout called “SMART Goals”):

Discussion questions on goal setting:

- Why do you think it is important to set goals?
- What is the difference between a long term goal and a short term goal?
  - have students give examples
- What are some things you can do to make sure you accomplish your goals?
- What are SMART Goals?

*Time: 20 minutes*

### Activity 2 (handout called “Goal Setting”):

Students will be asked to identify long term and short term SMART goals that they have. They will then fill out a worksheet to identify how their goals meet the SMART criteria. We will then go over these in class to make sure students understood the exercise.

*Time: 20 minutes*

### Activity 3: (see handout “Steps in Decision Making”)

Instructor will review the steps of the decision making process with students. Instructor will go through two scenarios in which a person has a tough decision to make. Students fill out decision making step worksheet for each scenario and then discuss as group

Discussion Questions

Is there only one way to solve a problem?

What was the hardest step in the decision making process?

*Time: 30 minutes*

### Optional Activity (see activity “Forced Choice”): Decision Making and Peer Pressure

If time permits instructor may do this activity. If students are finished with budget then do this activity instead of activity 5.

*Time: 15-20 minutes*

**Activity 5:** Complete Budget if not finished. If finished then practice typing games.

*Time: Approx. 20 minutes/till end of class*

**Resources:** Baylor University Community Mentoring for Adolescent Development Program

## SMART Goals

|                    |                                                                                                                                                                                                                                                                           |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>S</b> pecific   | Come up with a specific goal rather than a general one. This goal must be clear and precise, not vague. You should be able to answer the five “W” questions:<br>What, Why, Who, Where, Which (requirements and constraints)                                               |
| <b>M</b> easurable | Come up with criteria for measuring progress so you can stay on track. Indicators should be quantifiable. You should be able to identify and know when your goal will be accomplished.                                                                                    |
| <b>A</b> chievable | Goals must be attainable. They cannot be out of reach or below standard performance. You should be able to answer the following question:<br>How can I accomplish this goal?                                                                                              |
| <b>R</b> elevant   | It is very important to choose goals that matter. You should be able to answer “yes” to the following questions:<br>Does this seem worthwhile?<br>Is this the right time?<br>Does this match my efforts/needs?                                                            |
| <b>T</b> ime-bound | You should have a certain time frame in which you hope to accomplish a goal. A deadline can help you focus and stay on task. Be able to answer the following:<br>When?<br>What can I do six months from now?<br>What can I do six weeks from now?<br>What can I do today? |

## Goal Setting

Come up with a long term SMART Goal and fill in the appropriate criterion below:

|          |  |
|----------|--|
| <b>S</b> |  |
| <b>M</b> |  |
| <b>A</b> |  |
| <b>R</b> |  |
| <b>T</b> |  |

Come up with a short term SMART Goal and fill in the appropriate criterion below:

|          |  |
|----------|--|
| <b>S</b> |  |
| <b>M</b> |  |
| <b>A</b> |  |
| <b>R</b> |  |
| <b>T</b> |  |

## **Eight Steps to Decision-Making**

Source: Baylor University Community Mentoring for Adolescent Development

1.State the Problem

2. Gather Information

3.List Pros and Cons of the problem

4. Develop Alternatives

5.Analyze Alternatives

6.Make a decision based on what is best for you and your situation

7.Implement an Alternative (Test)

8.Evaluate end results and decision is made

**Decision Making Scenarios:** Read through all scenarios and use the Decision Making Steps Worksheets to try and work through what each person should do in each situation.

1. Taken from: Baylor University Community Mentoring for Adolescent Development.

Joseph is a hard working young man and an excellent student with high grades. He has worked as a stock boy at a neighborhood grocery store since he was 14 years old and has saved almost every paycheck he has earned at the store. Now that Joseph is 16, he wants to buy a car with his savings. However, Joseph has a problem. He also wants to go to college and has only one more year of high school to graduate with honors. Even though his parents are very proud of him, they have told him that he will have to decide what to do with his money. Joseph's parents have made it very clear to him that he will not receive any financial support from them.

2. Taken from: Westford Academy in Massachusetts

Your friends are bullying someone at school. You want to stand up for the kid being bullied because you feel bad, but realize that your friends probably wouldn't take your defiance so well.

## Activity: Forced Choice

Source: Baylor University

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This activity will have students recognize the effects of personal values and peer pressure when making a decision.

1. Place signs in each corner of the room to designate four different choices: **Strongly Agree**, **Agree**, **Disagree**, and **Strongly Disagree**.
2. Have the students stand in the middle of the room.
3. Read the first statement: "Women are generally more sensitive than men."
4. The students are then to choose a corner of the room that represents their choice.  
NOTE: *It is important that they make their choices with **NO talking**.*
5. Repeat, using the following statements, each time having the students choose the corner of the room that best fits their choice of each statement.

### Statements:

- Women are generally more sensitive than men.
- I would ditch school and go with my friends.
- If the principal announces that a window is broken and asks for information about the perpetrator, and I knew who did it, I would tell.
- I think it is OK to push and shove people I don't like.
- School is more work than fun.
- Students don't give each other enough respect.
- Boys are better at sports than girls.
- Adults don't give kids enough respect.
- Scientists should not be allowed to carry out experiments on animals.
- People can be judged by the clothes that they wear.
- It is better to give than to receive.
- It is necessary to have a college education to make it in life.
- Teachers are usually right.

### Ask the following questions:

1. Notice the four signs. Which choice is not represented here? (Answer: "I don't know or care.")
2. How did it feel when you were forced to make a decision?
3. Did you always go with your friends to the same corner or was the choice your own?
4. Did you feel any pressure from your friends to select a particular corner?
5. What kinds of pressure did you feel?
6. Did anyone make a decision that was different from everyone in the class? How did that feel for the student and the rest of the class?

## Lesson 11

**Objective:** Students will develop and improve basic math and reading skills

### Activity 1:

Instructor will go over basic math skills needed to create change in a work setting and then students will participate in activities either on the computer or complete handouts that solidify these points. Website for math games below.

*Time: 45 minutes*

### Activity 2:

Instructor will give students tips on reading for comprehension. Students will read a passage, and answer questions individually and then have a group discussion.

- Students can use this website and sign up for free and select grade level. Website will generate passages and questions to answer. [www.readtheory.org](http://www.readtheory.org)
  - Teacher can just pull it up on screen and print passage so each student can read and answer the questions and discuss as a group. Cannot copy and paste from website, but teacher can take screenshots and print out for students if doing it on the board together is not working.

*Time: 45 minutes*

### Resources:

[http://www.mathplayground.com/making\\_change.html](http://www.mathplayground.com/making_change.html)

game that can be used to create change. not very entertaining so only used for short periods of time.

<http://mrnussbaum.com/cashout/>

game to create change- medium setting should be used. Students can start out with hints displayed, then must remove the hints partway through the lesson.

## Lesson 12

**Objective:** Students will develop and improve basic math and reading skills

### Activity 1:

Instructor review basic skills needed to create change in a work setting and then students will participate in activities either on the computer or in handout form that solidify these points. Or create an interactive game where students give change to each other (websites for math games below)

*Time: 45 minutes*

### Activity 2:

Instructor review tips on reading for comprehension. Students will read a passage, answer questions and then have a group discussion.

- Students can use this website and sign up for free and select grade level. Will give them passages and questions to answer. [www.readtheory.org](http://www.readtheory.org)
  - Teacher can just pull it up on screen and print passage so each student can read and answer the questions and discuss as a group. Not printable so maybe just copy paste paragraph on paper for students to do and then put discussion questions on board.

*Time: 45 minutes*

**Resources:** [http://www.mathplayground.com/making\\_change.html](http://www.mathplayground.com/making_change.html)

game that can be used to create change. not very entertaining so only used for short periods of time.

<http://mrnussbaum.com/cashout/>

game to create change.

## **Lesson 13** (adapted from Stanford University Graduate School of Education YELL program)

**Objective:** Students will learn about what it takes to be a leader and how to effectively utilize the leadership qualities they possess.

### **Activity 1:**

Separate the class into groups of approximately 4. Give them 5 minutes to create a dog out of newspaper and tape. Once five minutes is up have group discussion:

- What was your group dynamic like?
- Was there a dominant leadership style within the group?
- What are your strengths as a group?

*Time: 10 minutes*

### **Activity 2: (see “Leadership Compass Handout”)**

Present the Leadership Compass handout. Label each corner of the room North, East, South, West. Give students a few minutes to look through the styles and circle the characteristics that most apply to them. Have students stand in the corner of the room that **most** matches their leadership style. In these groups have them discuss the following questions

Small Group Discussion:

- What are the strengths of your leadership style?
- What are the challenges of your leadership style?
- What would be your group’s motto?

Students will give a brief presentation, sharing what was discussed. Write the strengths and challenges each group describes.

*Time: 35 minutes total; 10 minutes to read and decide on group; 5-10 minutes to discuss in groups; 15 minutes to present and discuss*

### **Activity 3:**

Group Discussion:

- How does each person’s style complement each others’?
- How do the strengths of one style compensate for the challenges in another in a group context?
- Does the group need all of the styles? Why or why not?
- Did anything surprise you about yourself or the group?
- How much of leadership style do you think is our personality, and how much can be learned?
- Why do you believe this?

*Time: 20 minutes*

**Activity 4:**

Leadership Skills and Qualities Self-Assessment: This can be done in session or as homework. Hand out the Leadership Skills and Qualities Self-Assessment sheet. Go over the categories as a group and then, on their own, have students identify their strengths and areas for growth. Discuss as group.

*Time: 20 minutes*

**Resources:** [http://gardnercenter.stanford.edu/our\\_work/yell/YELL.0712.Unit2.final.pdf](http://gardnercenter.stanford.edu/our_work/yell/YELL.0712.Unit2.final.pdf) (Session 4) and for handouts on Leadership Compass and Leaderships Skills and Qualities Self-Assessment

**Homework:** Leadership Compass and Leaderships Skills and Qualities Self-Assessment if students do not complete it in class

## Self-Assessment Survey (Stanford School of Education YELL Program)

| LEADERS INSPIRE AND INCLUDE OTHERS:                                                              |                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| QUALITIES                                                                                        | SKILLS                                                                                                                                             |
| Caring<br>Authentic<br>Creative or innovative<br>Hopeful and positive<br>Visionary               | Clear and compelling communication<br>Team building<br>Relationship building<br>Delegating                                                         |
| LEADERS ORGANIZE AND STRUCTURE PEOPLE AND PROCESSES:                                             |                                                                                                                                                    |
| QUALITIES                                                                                        | SKILLS                                                                                                                                             |
| Focused<br>Consistent<br>Committed                                                               | Planning<br>Time management<br>Problem solving<br>Policy setting<br>Goal setting<br>Decision making<br>Conflict resolution<br>Meeting facilitation |
| LEADERS UNDERSTAND AND CHALLENGE IDEAS AND PRACTICES:                                            |                                                                                                                                                    |
| QUALITIES                                                                                        | SKILLS                                                                                                                                             |
| Curious<br>Open to new ideas or perspectives<br>Interested in learning<br>Thoughtful<br>Flexible | Analysis<br>Research<br>Active listening<br>Critical thinking<br>Reflection<br>Debate<br>Questioning assumptions                                   |

### Assignment:

Circle the qualities and the skills that best describe you.

Underline the qualities and the skills that you would like to work on developing.

☆ Star the quality and the skill that you would most like to develop.

Which of the three areas is your strongest?



*Leadership Compass adapted from an activity designed by the Bonner Foundation and  
COOL (Campus Outreach Opportunity League) [www.bonner.org](http://www.bonner.org)*

| EAST                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | SOUTH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Visionary who sees the big picture</li> <li>• Very idea oriented, focus on future</li> <li>• Insight into mission and purpose</li> <li>• Looks for overarching themes, ideas</li> <li>• Likes to experiment, explore</li> <li>• Strong spiritual awareness</li> <li>• Appreciates a lot of information</li> <li>• Persuasive</li> <li>• Energetic, brainstormer</li> <li>• Likes newness</li> <li>• Turns resources into new ideas/products</li> <li>• Values words: "option" and "possibility"</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>• Allows others to feel important in determining direction of what is happening</li> <li>• Value driven regarding aspects of professional life</li> <li>• Uses professional relationships to accomplish tasks, interaction is primary</li> <li>• Empathetic, supportive, nurturing to colleagues and peers</li> <li>• Willing to trust others' statements at face value</li> <li>• Feeling-based, trusts own emotions and intuition; intuition regarded as truth</li> <li>• Team player, receptive to other's ideas, builds on ideas of others, noncompetitive</li> <li>• Able to focus on present moment</li> <li>• Values words: "right" and "fair"</li> </ul>                             |
| WEST                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | NORTH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Seen as practical, dependable, and thorough in task situations</li> <li>• Helpful to others by providing planning and resources</li> <li>• Moves carefully and follows procedures and guidelines</li> <li>• Uses data analysis and logic to make decisions</li> <li>• Weighs all sides of an issue, is balanced, introspective, self-analytical</li> <li>• Thoroughly examines people's needs in situations</li> <li>• Works well with existing resources – gets the most out of what has been in the past</li> <li>• Skilled at finding fatal flaws in an idea or project</li> <li>• Values words: "details" and "objective"</li> </ul> | <ul style="list-style-type: none"> <li>• Assertive, active, decisive</li> <li>• Likes to be in control of professional relationships and determine course of events</li> <li>• Quick to act, expresses sense of urgency for others to act now</li> <li>• Enjoys challenges presented by difficult situations and people</li> <li>• Thinks in terms of "bottom line"</li> <li>• Likes quick pace and fast track</li> <li>• Courageous</li> <li>• Perseveres, not stopped by hearing "NO," probes/presses to get at hidden resistances</li> <li>• Likes variety, novelty, new projects</li> <li>• Comfortable being in front</li> <li>• Values action-oriented words: "Do it now." "I'll do it!" "What's the bottom line?"</li> </ul> |

**Instructions:** Circle the words/descriptions which best describe you. Which area best describes your orientation?

## Lesson 14

**Objective:** Students will learn understand the importance of diversity and how to respect those different from you as well as how to work as a team.

**Activity 1 (see handout called Diversity Scenarios):**

Students will receive scenarios from teacher regarding how different personalities, religions or cultures cause people to react differently to certain situations. Students will discuss if the situation was handled appropriately or what could have been done differently.

- What other types of diversity will you find in the workplace?
- Why is understanding diversity in the workplace important?

*Time: 45 minutes total. 15 minutes to read and discuss each scenario*

**Activity 3 (see handout called cultural diversification):**

Students will take cultural diversification comfort zone scale sheet from Youth Works Binder

Discussion Questions:

- The more YES you have indicates it could be harder for you to work with a more diverse group of people. What are some ways you try and interact with people of various cultures?
- What is the benefit of a diverse workplace?
- What can you do to be more accepting of others?

*Time: 15 minutes*

**Activity 4: Teamwork: Human Knot**

Have students stand in a circle, cross their arms and grab hands with people across from them. They may not grab the hand of someone next to them, nor may both their hands be holding the same person. Ask students to unknot themselves without letting go.

Discussion Questions:

- What made this task difficult?
- What strategies did you use to try and accomplish the task faster?
- Did you guys communicate and create a plan together?

*Time: 15 minutes*

**Activity 5: Ball in a circle. Materials needed: up to six small plush balls**

Have students stand in a circle and tell them that you are going to give them a ball and they have to keep it in the air. It may not touch the ground under any circumstances. After a few minutes add in a second ball, then a third, and a fourth. Only stop once students have begun to work together and have figured out how to keep the ball in the air without panic.

Discussion Questions:

- Why was it hard to keep the ball in the air?
- How did you guys figure out how to make the task easier?

*Time: 15 minutes*

## Diversity Scenarios:

1. Susan was a quiet person, but always worked diligently. Her co-worker Sarah, on the other hand was extroverted, and outgoing, but also hardworking. Sarah and Susan did not understand each other and rarely communicated. They assumed they were too different to have any success in collaboration. One week they were both working on the same project to present to their boss. Instead of working together they decided to tackle it separately. When it was time for the boss to choose which project he would implement, he chose both. Susan and Sarah did not understand, but he said that each of their projects was lacking what the other one had and if they combined them the outcome would be amazing! Susan and Sarah sat down for the first time together and talked through the project. They realized that despite differing personalities they had a lot in common and worked wonderfully together.

- What lesson does this story teach us about making assumptions about people different from you?
- How should Sarah and Susan react the next time they meet someone who is drastically different from them?
- Apply this story to how you will act in the workplace.

2. Natasha is the youngest person in the office. All of her coworkers seem very nice and inviting, but Natasha is still very nervous. She has never worked alongside people so much older than she is. In her high school she was a well-liked person and was always making jokes, but here she feels like her co-workers won't accept her or her jokes. They try to invite Natasha to hang out during lunch and after work, but she always turns them down.

- Do you think that Natasha is handling the situation appropriately?
- Does age make a difference in the workplace?

3. The Mean Girls Company is in a rut. They are out of new ideas and the CEO is pressuring them to expand the audience of their movies. The team sits down and tries to think of ways to get guys interested in the Mean Girls franchise and upcoming movie. The all female team thinks hard and keeps coming up short. As they are just about to lose it, a frazzled Mr. Duvall walks into the room. "Hi Ladies", he says "I was just looking for my laptop charger, did I leave it in here?". He stumbles around the room, picks up the charger and begins to leave. He looks up at the poster they have and says "hmmm, my girlfriend made me watch that movie... you know I really wish there been more from the male perspective. I mean what was the guy thinking?". Mr. Duvall leaves the room, the ladies look around at each other and their eyes light up at his genius idea. They call up their boss and say, "We need to add a few new faces to the team".

- What realization did the ladies make?
- Why is it important to have different gender opinions?
- Can you think of other instances where having an opinion of the opposite gender was helpful in completing a task?
- Do you think that a diverse workplace in terms of gender would be more productive or less productive?

## Youth Works Cultural Diversification Worksheet

### CULTURAL DIVERSIFICATION COMFORT ZONE SCALE

Place a check mark in the appropriate square and total your answers at the end of the scale.

|                                                                                                                                  | YES                      | NO                       |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Do you sometimes unknowingly favor classmates from one culture over another?                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you find yourself spending more social time during lunch periods with classmates from your own culture?                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you give full acceptance to new students from one culture more slowly than another?                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. When working near classmates from other cultures are you outwardly "cool" but inwardly resentful?                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you find that classmates who have trouble with the English language irritate you?                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Are you less tolerant with classmates who maintain aspects of their own cultures than those who fully adopt the American way? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Would those who know you best say you need more time to be fully free of cultural prejudice?                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you think it is more difficult for you to accept classmates from a different culture than it is for them to accept you?    | <input type="checkbox"/> | <input type="checkbox"/> |
| TOTAL                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> |

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The more NO answers you gave yourself the more comfortable it should be for you to work in the new culturally diverse workforce. However, you may wish to go back over the questions to see how many YES answers you could, with effort move into the NO column. This may give you some idea of how easy or difficult it may be for you to work effectively with more diverse cultural mix of workers in the future.

## Lesson 15

**Objective:** Students will learn about conducting a job search and the importance of networking.

### Activity 1:

Students will take a career assessment quiz. Same one Lisa currently gives to East High Students.

Discussion Questions

- How do you feel about the results you received?
- Have you thought about careers in those fields before?

*Time: 15 minutes*

### Activity 2 (see Job Search Worksheet):

Students will spend time looking up a job that they would want and a company that they could work for doing this job. They will figure out the necessary qualifications to get this kind of job, and come up with questions to ask someone who already has that job. Have group discussion about what people found and the kinds of questions to ask.

*Time: 35 minutes for research; 5-10 min discussion*

### Activity 3 (See handout “Youth Works Networking”):

Discuss networking with students, why it is important to network, and how to properly do it.

- Resources to be used to Discuss:
  - Youth Works worksheet may be starting point.
  - 2 minute video on common networking mistakes  
(<http://www.businessinsider.com/networking-mistakes-job-search-2014-4><http://as.cornell.edu/academics/careers/networking/> )
  - List of Networking Tips from Partnership (might be useful to print out for students)
    - <http://www.thepartnership.org/blog/category/young-professionals/>

Discussion Questions

- What is the purpose of networking?
- Who do you network with and where?

*Time: 30 minutes*

### Resources:

- <http://www.thepartnership.org/blog/category/young-professionals/>  
<http://www.businessinsider.com/networking-mistakes-job-search-2014-4><http://as.cornell.edu/academics/careers/networking/> (for Activity 3. handout about networking tips)
- same career assessment worksheet used by Lisa for East High kids now

- Youth Works Job Search Worksheet. gives definition of networking and what to remember when filling out employment application

**Homework:** Students will be given a list of our partners, they must determine which partners they would like to apply to, or if they would like to apply to a different job.

## Job Search Worksheet:

Instructions: Spend time researching a job you want to have in the future ( it does not have to be the same as the career assessment sheet) Then answer the following questions.

What career did the career assessment suggest you might like? Have you ever considered this field?

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What career did you decide to research? Why are you interested in this field?

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What company could you work in that career?

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Are there any necessary qualifications?

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After researching, what is one thing you learned about your chosen career that you had not known before?

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List four questions you would ask someone working in that career to find out more about what they do or how what you should do now to get into their career?

1.

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2.

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3.

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4.

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# Youth Works Networking Worksheet

## YOUTHWORKS JOB SEEKING SKILLS WORKSHOP

### THE JOB SEARCH

#### NETWORKING

Networking is simply talking to or contacting people you know to find job leads. It is the most effective way to find a job! Think about it. Most of us find jobs through people we already know such as family, friends, our doctor, dentist...people we meet during our normal everyday lives.

Consider the categories listed on the side. Then, on a sheet of paper write the names of people from each category that may be able to help you in your job search. Again, these are not necessarily the names of people you know well, just people you have met whom may be able to give you some helpful information.

|                      |              |
|----------------------|--------------|
| Elected Officials    | Neighbors    |
| Friends              | Teachers     |
| Fraternity           | Sorority     |
| Store Owners         | Salespersons |
| Clergy               | Doctor       |
| Hairdresser          | Barber       |
| Volunteer Activities | Classmates   |
| Community Groups     | Counselors   |



## Lesson 16

**Objective:** Students will learn about different ways to conduct a job search. They will successfully apply to a job in a field of their choice.

**Activity 1: (see handout “Youth Works Employment Application Tips”)** We will have a discussion with the students about the different ways in which they can search for available jobs. They can use the internet, newspaper, websites of different organizations, in person. We will then answer any questions they may have, and assist the student in applying for jobs. Hand out Employment Application Tips to be used when filling out applications.

*Time: As long as needed*

**Activity 2:**

During Activity 1, Instructor will pull students out of the class and ask them where they will be applying, make sure they have everything that they need to apply, and schedule a follow up meeting with each student.

*Time: 5-10 minutes per student*

**Activity 3:**

Students will play Jeopardy to review entire session; there will also be pizza to celebrate the completion of the course.

*Time: Remainder of class*

# Youth Works Job Application Worksheet

## JOB SEEKING SKILLS WORKSHOP

### THE EMPLOYMENT APPLICATION

The employment application is one of the most important documents in the job search. The employment application is used by almost every company to determine vital information about the person who is applying for the job.

#### **GUIDELINES FOR COMPLETING APPLICATIONS**

##### **Be Thorough**

Read the entire form before attempting to answer any questions. Reading the form before you begin writing will save you the embarrassment of having to request a new application because of mistakes.

##### **Be Complete**

Answer every question on the form that applies to you. If you feel that a particular question does not apply to you, put N/A in that space for not applicable.

If you are using acronyms or abbreviations, be sure that the reader can easily identify the meaning of the abbreviation.

##### **Be Neat**

All documents related to your job search must be absolutely free of error and without eraser or ink smudges. The company representative will be painting a mental picture of you based upon the appearance of your employment application as well as the content.

##### **Be Correct**

It is important that you use correct spelling and grammar when completing the application. If you are able to take the application home for completion, ask someone else whose judgement you trust to look it over for spelling and grammar errors.

##### **Be Open**

Some applications will ask you to state the wage or salary that you expect for the job. By printing the words "open" or "negotiable" in the space provided, you will avoid the possibility of over- or understating a salary.

##### **Be Honest**

Your answers on the application should be honest and direct. Never stretch the truth or put false information on the application.

#### **THREE SECTIONS FOUND ON APPLICATIONS**

##### **EMPLOYMENT HISTORY**

For the employment section of the application form, you should be able to supply the following:

1. Full name and address of most recent employers.
2. Full position title for each employer.
3. Starting and ending dates for each position.
4. Starting and ending wages for each position.
5. A brief description of your reason for leaving.

##### **EDUCATIONAL HISTORY**

For the educational section of the application form, you should be able to supply the following information:

1. The full name and address of your high school.
2. The full name and address of any technical school or college that you attended.
3. The name or title of any certificate, diploma or degree that you earned.
4. The formal title of your major course of study.

#### **REFERENCES**

##### **Before Interviewing**

Most employers will ask that you supply both the names and addresses of personal and employment references. These references will be contacted by the company representative and asked to discuss questions about your work history and abilities. Be certain that you have acquired the permission of your reference sources before listing them on your application.

When listing reference sources, make sure that the person has a phone number where s/he can be reached. In addition, be mindful of any offensive messages that a reference may have on a home answering machine.

**Following Weeks:**

- Instructor will meet with each student individually within 2 weeks of the last session and discuss their current job situation and overall how they are doing. Ask questions such as If they found a job. Do they like it? Are there any issues? Are they having any problems with time management? Is there anything else we can help them with?
- After this point reach out to students at least once a month to check on status. These do not have to be long, formal conversations but are necessary to make sure things are going smoothly
- Check in with employer after 2 weeks and then again after a month to make sure all is well.

Sources: Best Practices ideas for concepts for topics covered was also developed through reviewing University of Madison's Best Practices for Youth Employment Series

[http://whatworks.uwex.edu/attachment/whatworks\\_09.pdf](http://whatworks.uwex.edu/attachment/whatworks_09.pdf)