

Career Connected Learning Provider Guidebook



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Overview

The Career Connected Learning Provider Guide is a comprehensive curriculum guidebook designed to help providers equip youth with essential skills necessary for success in the workforce. This guidebook features interactive, information-rich lessons which recognize that learning is best accomplished by doing. Through interactive activities, real-world examples, and hands-on experiences, youth will have the opportunity to develop key competencies such as communication, problem-solving, teamwork, and professionalism. By engaging in activities that simulate workplace scenarios and challenges, youth will gain practical skills and insights that are directly applicable to their future careers.

How to Use This Guidebook

This guide is a resource that compiles information for providers to support skill development for youth along with links to necessary resources. Using this guide with youth who fall under the JEVs Tier 1 designation would benefit the most. Tier 1 youth are those who are 12-24, have no certifications or credentials, no or limited prior work experience, and are participating in a service-learning or project-based learning C2L experience.

- **Understanding Youth Workforce Development.** We can prepare youth for successful entry into the workforce. This guide will help you think about how we are providing opportunities to develop essential skills, help youth explore career pathways, gain real-world experiences, and empower them to achieve their goals.
- **Identifying Needs and Goals.** Prior to starting your program, identify the needs of the youth you will be working with and develop goals based on those needs. Consider conducting a survey, focus group, or an individual assessment to gather insights into the interests, skills, career goals, and barriers that youth face.
- **Designing Effective Programs and Services.** Learn how providers go about designing skill development activities that align with youth needs, interests, and learning preferences or styles. This is where you can also explore learning approaches like PBL, service, and expeditionary learning approaches.
- **Implementing Best Practices.** This book highlights some best practices in delivering skill development activities, building positive relationships, creating inclusive practices, and promoting youth engagement. Learn how to use Universal Design for Learning (UDL) to support this work.
- **Assessing and Evaluating Impact.** This template can be used to assess youth learning outcomes, including guidance on informal observations as a form of assessment. Check out some tips on how you can use results to inform future practices and your program's continuous improvement process.

This guide is divided into four units, each allowing youth to practice various 21st century employability skills. These skills include communication, critical thinking, collaboration and teamwork, emotional intelligence, problem-solving, digital literacy, global and cultural awareness, and adaptability and flexibility. The four units are:

- Career Awareness
- Career Preparation

- Career Launch
- Capstone

The curriculum is designed to allow users to customize activities to accommodate their own program designs and youth needs. The activities within this curriculum guidebook provide opportunities for reflection and self-assessment, empowering youth to identify their strengths and areas for growth, ultimately preparing them for the demands of the modern workforce. Adapt the curriculum as appropriate for your school year or summer programs.

Key Curriculum Components

Facilitators should plan by consulting the lesson title page, which states the topic, its purpose, objectives, approximate duration, and materials or equipment needed. Lessons are generally 60 minutes, with a few exceptions.

This curriculum is designed as a series of workshops in which the facilitator and youth will be in frequent motion, engaging in dynamic activities and discussions.

Materials

Materials and equipment are noted under the heading of each lesson. These can be adjusted depending on resources available. Photocopies of worksheets should be made prior to each session. Ideally, youth will have access to computers and the internet for writing resumes and cover letters, filling out job applications, and viewing online instructional videos. Display boards or large sheets of flip chart style paper are used frequently. Mock interviews can be filmed with a digital video camera, webcam, or cell phone for future reference.

Teaching Methodologies

Youth are expected to think, speak, express, and act. The facilitator should create a dynamic environment, building energy, challenging youth to participate, taking chances, sharing and enjoying the learning process, while also demonstrating professional behavior. Individual, pair, and large group brainstorming techniques are frequently employed. Activities incorporate oral and written presentations, providing regular practice of 21st century skills. Consider optional activities to supplement instruction: job-shadowing, mock job fairs, and guest speakers.

Curriculum Templates

A curriculum is the lessons and content taught during school or in a program. It also refers to the knowledge and skills students are expected to learn, including objectives, lesson plans, assignments and projects, materials, and other methods used to evaluate learning. For C2L, the curriculum assures each session meets the objectives of career connected learning, offering a range of opportunities for youth to grow and learn. Below are two variations of curriculum templates programs can use and adapt.

Option 1

Provider Information	
Program Name & Site Name	Work-based Learning Type: <i>internship, project-based learning, or service learning</i> Session: <i>School Year Fall or Spring, Summer</i> Age-range: <i>14-18</i>
Time Frame	
Program Dates: <i>June 23 - August 15</i>	Schedule: <i>Mondays 9-11am, Wednesdays 12 - 4pm, Thursdays 11am-4pm</i>
Key Learning Objectives	
<ol style="list-style-type: none"> 1. <i>Youth will be able to deliver (milestone that aligns with stipend requirement) incorporating professional skills learned during intern professional development sessions</i> 2. <i>By the end of the session youth will develop a complete draft of a business plan, including market analysis, product/service description, and basic financial projections</i> 3. <i>Youth will demonstrate an understanding of key workplace values as measured by program staff observation and youth self-assessment survey</i> 	
Culminating Activity	
<i>At the end of the 8-week program, youth will give a presentation of their business proposal. The presentation must be visual, using PowerPoint, Canva, or Google Slides or can be visuals on a display board. Youth will share their business idea, market analysis, product/service description, basic financial projections, marketing plan, and staffing needs. Each presentation should be 10-15 minutes.</i>	
Day: Monday, June 23 - 3:30pm - 6:30pm	
Theme: <i>Program Overview</i>	Outcomes

<p>Objective(s): <i>Learn about the policies and procedures for the program</i></p> <p>Activity: <i>Introduction to goal setting</i></p>	<p><i>Youth understand the program's purpose and set personal goals.</i></p>
<p>Day: <i>Time frame</i></p>	
<p>Theme:</p>	<p>Outcomes</p>
<p>Objective:</p> <p>Activity:</p>	
<p>Day: <i>Time frame</i></p>	
<p>Theme:</p>	<p>Outcomes</p>
<p>Objective:</p> <p>Activity:</p>	

Option 2

Program Name, Session Name, Program Dates, Site Description

Audience: 14-16 year-old group

Overall Objectives: At the end of this session, youth will deliver a proposal for a community improvement project.

Week	Weekly Theme	Objective(s)		Work-based Learning Activity	Professional Development Component	Supplies Needed	Expected Learning Outcomes
Week 1: June 23 - June 27	<i>Program Overview</i>	<i>Learn about the policies and procedures for the program</i> <i>Introduce the service-learning project youth will be taking on this summer</i> <i>Develop goals for the session</i>		<i>Service-learning orientation</i> <i>Ice breakers</i>	<i>Introduction to goal setting</i>	<i>Policy and procedure document</i> <i>Paper, pens/pencils</i>	<i>Youth understand the program's purpose and set personal goals</i>

Week 2:							
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Career Awareness

Who Am I?

Building a career is not just about financial gain or leaping into the latest hot job. This activity introduces self-assessment as an important first step in career planning. This lesson helps youth answer key questions: "what is my personality? What do I like to do?" Youth are not expected to know exactly what career they want to pursue. It's self-exploration time.

Objectives

- To self-assess
- To identify interests / strengths / aspirations

Materials

- Stopwatch
- Assessment copies

TIME: Approximately 1 hour,

WARM-UP: Discussion, Who Am I? (10 min)

ASK: What is the first question to ask yourself in career planning?

ANSWER: Who am I?

ASK: Why ask yourself that question?

EXPLAIN: Discuss how youth can steer themselves to careers that interest them and fit their skills, interests, and personalities. Career planning is an ongoing, lifelong endeavor. Taking the time to self-assess helps youth focus their job search, plan their career, identify strengths, and discover what makes them happy or content.

ACTIVITY: "Me" Share Fishbowl (20 min)

Have youth get into a circle. Select 4-5 youth to volunteer to sit inside the circle first. Have them each respond to the two interview questions below while those on the outside of the circle listen. Once that group has all had a chance to respond, ask for 4-5 more volunteers to sit inside the circle and answer the questions. Do this until everyone has sat in the center and answered the questions.

INTERVIEW QUESTIONS:

- Describe three characteristics of your personality. (Outgoing, quiet, etc.)
- Name three personal interests. (Singing, writing, etc.)

DEBRIEF: Once everyone has had a chance to answer the interview questions have the group get back into their regular seating. Ask the group the following questions:

- What was it like sharing your responses with the group?
- What stood out to you the most about the experience?
- Were there any common characteristics or personal interests that stood out to you? What were they?

ACTIVITY: Assess Yourself (20 min)

Youth take the Assess Yourself surveys found on the following pages. Discuss their results and ask youth to talk about whether the survey accurately reflects how they feel about themselves and suggests a realistic direction for them.

Numerous interactive online assessments are also offered (most for a fee). Instructors should complete online surveys first to determine their utility, relevance, and accuracy for the targeted audience. [The Big Five Personality Test \(https://openpsychometrics.org/tests/IPIP-BFFM/\)](https://openpsychometrics.org/tests/IPIP-BFFM/) is one example.

Supplemental Material: [The Bureau of Labor Statistics Information](http://www.bls.gov/k12) website, www.bls.gov/k12, links to information about careers based on the users' general interests (for example, reading, building and fixing things, music, and arts). Direct youth to the site and encourage them to explore careers in their free time.

WRAP-UP: (5 min)

Ask youth if the assessment results were surprising to them and why. Have them describe themselves based on the surveys.

ASSESS YOURSELF

Those who love their jobs usually have found a way to match their work with their skills, interests, and personalities. A video game programmer is creative, imaginative and likes to figure out how to make things work. A salesman likes to interact with people, work independently, and is goal oriented. A nurse is caring, knowledgeable about medicine and people, and can handle many tasks at once.

DETERMINE YOUR INTERESTS, SKILLS, AND PERSONALITY:

Interests - check the interests that apply to you.

Social Interests		
I like to...	Yes	No
Meet new people		
Head a team or committee		
Mingle at parties		
Help people solve problems		
Volunteer to be a group leader		
Sell things		
Did you check yes or no more often?		

Hands-on Interests		
I like to...	Yes	No
Fix or build things		
Work outside		
Sew or do crafts		
Paint		
Hook up electronic equipment		
Work with tools		
Did you check yes or no more often?		

Technical Interests		
I like to...	Yes	No
Meet new people		
Head a team or committee		
Mingle at parties		
Help people solve problems		
Volunteer to be a group leader		
Sell things		
Did you check yes or no more often?		

Creative Interests		
I like to...	Yes	No
Design clothes		
Decorate rooms, cars or book covers		
Mix music		
Make jewelry		
Act or sing		
Make up new food dishes		
Did you check yes or no more		

SKILLS

Write five skills you possess. I am good at...

PERSONALITY

Check the characteristics that apply to you.

Creative Interests		
I am the type of person who prefers to:	Yes	No
Stay in the background		
Take risks		
Be in charge		
Work alone		
Plan thoroughly		
Work randomly		
Help people		
Be in the spotlight		
Did you check yes or no more often?		

WHAT IS YOUR WORK ASSESSMENT PROFILE?

Interests: I like to _____

Skills: I am good at _____

Personality: I am the type of person who _____

Careers: These characteristics tell me I should consider becoming a _____

SMART Goals

Achieving educational and career aspirations requires the ability to link today's decisions with tomorrow's goals. The first step on the path to sound decision-making is to identify personal aspirations and dreams, followed by setting attainable goals.

Objectives

- To determine strategies for achieving goals
- To construct a realistic game plan

Materials

- Copies of worksheets

TIME: Approx. 1 hour

WARM-UP: An Average Perfect Day (10 min)

ASK youth to picture their ideal life. Have youth close their eyes and visualize their ideal life. What does an ordinary day look like in their ideal life? Have them reflect on every little detail they can. Picture the time they'll wake up, the exercise they'll be doing, the job they'll have, the area they'll live in, the commute to work, the music on the stereo, the food on their plate, how they'll look, how they'll feel, the memories they'll have, and so on.

The result is a clear indication of where they want to end up, which provides a blueprint for establishing their goals.

ASK: Youth if they want to share.

ACTIVITY: SMART Goal Worksheet (25 min)

INSTRUCT: Youth to make a goal of their own and fill out the SMART Goal Worksheet. They can set a job or life goal, an educational goal, or a goal for what they want to get out of the program.

OPTIONAL ACTIVITY: Integrating AI (5 min)

Prior to doing this activity make sure to get permission from caregivers for youth under 18 to use ChatGPT. Youth who are 12 and under cannot use ChatGPT on their own, the facilitator must do this activity for them.

DISCUSS: Generative AI is a powerful tool that is gaining popularity. Since AI is created by humans, the experiences and biases of its developers can influence how AI solves problems. Just like humans, there are questions about the accuracy of responses given by ChatGPT and other AI generative platforms. For those on social media, think about the algorithms that are used to show you content. That is AI generated. There are often complaints that what is shown is not accurate or relevant for the user.

There is a lot of controversy around using AI in schools. The biggest concern is cheating. There are ways to use AI to supplement information or brainstorm information. In this activity we will go through an example of how to use AI to supplement an activity. We will use information that you already generated to have AI evaluate the effectiveness of it. A few additional resources to view are below:

- [Prompt Library – AI for Education](https://www.aiforeducation.io/prompt-library) (<https://www.aiforeducation.io/prompt-library>)
- [Stanford CRAFT](http://craft.stanford.edu/dash/resources) (<http://craft.stanford.edu/dash/resources>)
- [Teach AI – aiEDU](https://www.aiedu.org/teach-ai) (<https://www.aiedu.org/teach-ai>)
- [Tech for Tomorrow](https://www.thetech.org/media/kkxgmfuc/lesson-aiinclusiveness.pdf) (<https://www.thetech.org/media/kkxgmfuc/lesson-aiinclusiveness.pdf>)
- [MagicSchool for Students - Introducing MagicStudent AI](https://www.magicschool.ai/magicchool-for-students-introducing-magicstudent-ai) (<https://www.magicschool.ai/magicchool-for-students-introducing-magicstudent-ai>)

After youth have developed their SMART goal ask them to enter it into [ChatGPT](https://chat.openai.com) (<https://chat.openai.com>). Tell them to type “Evaluate this SMART goal- ”, then have them copy and paste their SMART goal into the message.

DISCUSS: What did ChatGPT say about your SMART goal? Does it agree that it is a SMART goal? Did it give any warnings or things to look out for?

WRAP-UP: (10 min)

Youth share their goals with each other. Encourage the group to offer suggestions for fine-tuning goals and ask questions to help clarify. The idea is not to formulate the perfect plan. In fact, youth should be reminded that they likely will have to adapt their goals, taking into account changing interests or unexpected difficulties. Setting SMART goals also provides a guide for renewing efforts and overcoming obstacles.

HOW TO SET SMART GOALS HANDOUT

This handout will show you how to think about developing SMART goals.

GOAL: *I want to save money*

SPECIFIC: Know exactly what you want to achieve. What is the desired result?

Wanting to save money is very general. You have to be more specific.

I am saving to buy a car.

MEASURABLE: How do you know you've met your goal? How do you measure it?

I am saving \$1,000 to buy a car.

ACHIEVABLE: Your goal has to be reachable, but not too easy. Is the goal within your reach? What skills are needed?

I am saving \$1,000 to buy a car. I work every day and have a savings account.

REALISTIC: Makes sense in the short- and long-term. Is it aligned with overall objective? You have a job, but are you really able to make your goal happen? Are there other priorities before a car?

I am saving \$1,000 to buy a car. I work every day and have a savings account. I earn \$200 a week and save \$100. I have \$400 in my savings account.

TIMELY: Set firm deadlines to achieve your goals. "Sometime" doesn't work

I am saving \$1,000 to buy a car. I work every day and have a savings account. I earn \$200 a week and save \$100. I have \$400 in my savings account. I want to buy a car in four months so that I can drive it to work. I must save \$150 a month for the next four months in order to reach my goal. I must save extra or work extra hours.

SMART GOAL WORKSHEET

Take control of your life. Make a plan following the SMART formula. Explore the resources you will need to achieve your goals.

MY GOAL: _____

My SPECIFIC (exact) goal is to:

I will MEASURE (know progress or success) by:

It is ACHIEVEABLE (not too easy or hard) because:

It is REALISTIC (is possible, makes sense) because:

My TIME limit (deadline) is:

Career Preparation

Career Assessment

Taking a career assessment can help individuals get an idea of potential career opportunities. It is a way to narrow the realm of possibilities and focus on a few areas.

Objectives

- To determine potential careers
- To take a career assessment

Materials

- Assessment
- Prepared cards
- Computers with internet access

TIME: Approx. 1 hour, 15 minutes

WARM-UP: Group Brainstorm, Possibilities (10 min)

ASK:

1. Let's say you care about helping others, you're interested in anatomy and science, but you like working alone. Ask them to name possible careers that might fit the description. Write your answers on the board (ex. Pharmacist, researcher, etc.)
2. Ask a volunteer to share a personality trait and an interest (for example, "adventuresome," "like to travel"). Then have the group brainstorm a career. The volunteer should say whether or not that career would be a fit and why.
3. Ask a volunteer to share a skill and have the group brainstorm a possible career. For example, "Excellent writer." The volunteer should say whether or not that career would be a fit and why.

ACTIVITY: Career Match Game (30 min)

Here's a critical thinking group activity to get the group up and moving. If the group is large, make two sets of cards and have teams compete.

Before group, prepare index cards.

WRITE a different profession on half of the cards. On the other half, write a trait that could correspond to that profession. (Use the professions & personal traits chart on the next page.)

MIX the cards together and shuffle them.

ASK youth to stand up. Give youth one card each.

INSTRUCT them to walk around the room and match their card with the corresponding profession/characteristic.

PROFESSION	PERSONAL TRAITS
Nurse	Caring and quick-thinking
Computer tech	Likes to work alone
Teacher	Values education
Professional athlete	Very competitive
Scientist	Experiments and analyzes
Auto mechanic	Good at fixing things
Lawyer	Enjoys debating
Artist	Creative and free-flowing
Accountant	Whiz at math
Chef	Hands-on and likes to please
Construction worker	Doesn't like to be at a desk
Shop owner	Likes running things
Entrepreneur	Takes chances
Veterinarian	Loves animals
Social Media Influencer	Likes to explore new things
Web Developer	Thinks creatively and likes problem solving
Travel Nurse	Likes to travel and help people
Personal Coach	Problem solver

Activity Wrap-Up (5 min)

DISCUSS: Why youth matched certain traits with particular careers. With each profession, ask youth to name other personality traits or skills that could fit those careers. For example, other than "caring and quick-thinking" what else could match Nurse? Try to personalize as much as possible. Do you see yourself with those traits? Would you want to be a nurse? Why or why not?

ACTIVITY: Career Assessment (30 min)

The O*NET Interest Profiler is a career exploration assessment to help youth discover a potential career. The interest items represent a broad variety of occupations. It is based on Holland's Theory of Vocational Types which states that individuals are most satisfied and successful in careers that align with their personality types. There are six personality types that Holland identified: realistic, investigative, artistic, social, enterprising, and conventional. The results rank each personality type in order of interests. Individuals are usually a blend of their top two or three themes.

If you have access to the internet, youth may take the online version here: [Interest Profiler \(IP\) at O*NET Resource Center \(onetcenter.org\) \(www.onetcenter.org/IP.html#web-based\)](http://www.onetcenter.org/IP.html#web-based)

If you don't have access to the internet, you can download and print a paper copy at this link: [Interest Profiler \(IP\) at O*NET Resource Center \(onetcenter.org\) \(www.onetcenter.org/IP.html#paper-and-pencil\)](http://www.onetcenter.org/IP.html#paper-and-pencil). Print out the Interest Profiler, Score Report & Career Worksheet (Career Starter), and Career Listings.

Have youth take the assessment and score it.

WRAP-UP: (15 min)

Self-reflection is an important part of this process. Give youth 15-20 minutes to journal about their assessment results. Here are some prompts to help them with their writing:

- What was your first reaction to the results?
- What surprised you the most about the results?
- What worries you about the results?
- What career(s) would you be interested in learning more about and why?

Resume

The resume and cover letter will be the most important documents for pursuing a career. They are how a potential employer learns about the applicant and what they have to offer. Doing them well is a must for making a strong first impression.

Objectives

- To examine parts of a resume
- To compile resume information

Materials

- Copies of worksheets
- Computers with internet access

TIME: Approx. 2 hours

WARM-UP: Introduction to Resumes (10 min)

DISCUSS: What this saying means: "It's hard to get a second chance to make a first impression." (The answer: Once someone has an impression of you, it's difficult to change that impression, especially if it's a negative one.)

WRITE ON THE BOARD: What is a resume? List ideas from the group. Ask if anyone has ever written a resume. If yes, ask them what a resume is and what is included in it.

DEFINE FOR THE GROUP: A resume is a tool for potential employers to quickly learn about your experience, education, qualifications, and your objectives. It usually is accompanied by a cover letter in which you introduce yourself and express what you have to offer. In short, it is a document to sell yourself.

ACTIVITY: Building a resume (40 min)

DISTRIBUTE AND DISCUSS: Sample Beginner Resume

Explain that a person can begin developing resume skills at a very young age, and update information throughout middle school, high school, and beyond. Here's one from a pre-teen.

DISTRIBUTE AND DISCUSS: Sample Functional Resume

Explain that most first resumes are functional resumes, which highlight key skill areas. Because young people have limited work experience, there is little to list chronologically.

ASK: If you were the employer, what would you think?

- What does this resume tell us about the applicant? What impression do you have?
- Think of your skills and experience. What else can be added to this resume?

DISTRIBUTE AND DISCUSS: Resume Template

What should a potential employer know about you?

What do you have to offer?

DISTRIBUTE AND DISCUSS: Resume Worksheets 1 and 2

Review with youth the parts of a resume.

ACTIVITY: Complete Resume Worksheets 1 and 2 (30 min)

We often don't realize we have valuable skills or experiences that can form a strong resume. The purpose of this exercise is for youth to think about their body of knowledge and talents and to write them down. This will help them form the foundation for their final resumes.

ACTIVITY: Write Resume Draft (40 min)

INSTRUCT: Youth to take out the Resume Worksheet they just filled out. They should use it to organize their resumes on a blank sheet of paper or computer if you have access. Do an example on the board or project one on an overhead projector.

OFFLINE: If computers and the internet are not available, have youth write a draft of their resume on a blank sheet of paper. Instruct youth to take out the Resume Template so they can see how to organize their resume. Encourage youth to use the Resume Ready Checklist and Winning Resume Words handouts to assist them as they write their resumes.

ONLINE: If internet access is available, numerous templates are also available online. Zety.com and Resume-now.com are sites with AI built in making it easier to build a resume from scratch. Users will have to create a free account to download their resume in a PDF or Word format. **NOTE:** Youth under 18 will need permission from their caregiver if using an AI resume builder. Youth who are 12 and under will not be able to do this activity.

After the youth have downloaded a final resume draft, they should be taught how to save a resume file so that it can be kept electronically and sent as an attachment to employers if requested. Dropbox.com is a free cloud storage and cloud sharing online application that allows individuals to access their files from anywhere. Many youth also have access to Google Drive through their school.

WRAP-UP (10 min)

Ask for a volunteer to share their work experience, objective, education, activities, and interests based on their resume worksheet.

SAMPLE BEGINNER RESUME

CHRISTA STIER-BRICO

222 N. Boulder Street Philadelphia, PA 19126

Home: 555-922-7001 Cell: 555-903-8947

SCHOOL ATTENDING

West Pine Lane Charter School

1525 Pine Drive

Philadelphia, PA 19138

5th Grade, GPA 3.8

EXPERIENCE

Member of BrightVisions Youth Theatre's Youth Troupe, 2020-2021

Member of BrightVisions Youth Theatre's Main Company, 2021-2022

Major roles

"Celebration of the Black Woman" Uptown Theatre Reunion Day, 2020

"Black Oceans of Poetry in Motion" Uptown Theatre Center, 2020

"Scary Play, Ooooh!" Uptown Theatre Center, 2021

"The Three Little Pigs" Uptown Theatre Center, 2021

"Marching to Freedom Land" Uptown Theatre Center, 2021

TRAINING

BrightVisions Youth Theatre Company, 2020 - present

Dance, Jazz, Hip-hop: Rene Scott, Carmen Brady, 2020 - present

ACTIVITIES & INTERESTS

Reading

Visual arts

Monthly volunteer at Local Soup Kitchen

Tennis, basketball, track

Singing, playing drums

SAMPLE FUNCTIONAL RESUME

Jonathan Franklin

8513 Depot Rd.

Franklin, NJ 08054

Home: 123-456-7891 Cell: 456-789-1011

Jonathan_franklin@gmail.com

OBJECTIVE

To obtain a customer-service position that will allow me to use my organizational, problem-solving and personal relations skills.

EDUCATION

Franklin High School, Franklin, NJ 11th grade

Sept 2008 - Present

WORK EXPERIENCE

Associate Grocery Bagger

June 2008 - Aug 2010

Art's Market, Franklin, NJ

Team leader overseeing second-shift baggers. Responsible for evaluating bagger customer service, assigning baggers to high-volume checkouts and directing baggers to collect carts when supplies diminish.

SKILLS

Customer service

Leadership

Microsoft Office and Mac

ACHIEVEMENTS

Student of the Month

May 2011

Perfect Attendance

April 2011

Citizenship Award

October 2010

VOLUNTEER EXPERIENCE

Hope Center, Franklin, NJ

Jun 2009 - present

Prepare meals for the homeless

ACTIVITIES

Varsity baseball

Apr 2009 - June 2011

RESUME TEMPLATE

Formal Name

Street Address

City, State ZIP code

Home phone number Cell-phone number

Email address

OBJECTIVE

One sentence about what job you are seeking and what skills you could bring to the organization of position.

EDUCATION

What school do you go to or have attended? Grade?

Start date - End Date

WORK EXPERIENCE

Company name of current and/or previous employment

Start date - End Date

City, State

Provide a brief description of your duties.

SKILLS

Abilities/talents relevant to the job you are seeking (computer, customer service, babysitting, bilingual, artistic, etc.)

ACHEIVEMENTS

Computer mastery

Written or verbal communication skills

Leadership abilities

Language skills

Other specific skills

VOLUNTEER EXPERIENCE

Business/organization and city/state

Start date - End date

What are your responsibilities?

ACTIVITIES

List all school activities that demonstrate skill (sports, academic clubs, etc.)

RESUME WORKSHEET 1

OBJECTIVE: What work are you seeking?

SUMMARY OF QUALIFICATIONS: What are your skills and talents relevant to the job? What are the things you do for your family and friends? What are your best subjects in school? What are your favorite activities? What do you do that makes your family brag about you?

EDUCATION AND TRAINING: Where do you go to school? Have you graduated? Have you attended other special trainings – leadership seminars, for example. Are you pursuing a special track in school such as cosmetology, etc.?

HONORS AND DISTINCTION: What awards, honors, certificates, scholarships, or commendations have you won?

WORK HISTORY: List work experience (paid or not paid) and your responsibilities. Include any odd jobs, or if you have started any businesses.

COMMUNITY: List community service or club memberships.

SKILLS: List particular skills, such as language spoken, computer literacy, graphic design, etc.

RESUME WORKSHEET 2

FIRST NAME

INITIAL

LAST NAME

P.O. BOX OR STREET ADDRESS

CITY

STATE

ZIP CODE

TELEPHONE NUMBER

EMAIL ADDRESS

EMPLOYMENT OBJECTIVES: Describe the short-term or immediate job you want

EMPLOYMENT HISTORY: (Most recent experience first)

1. EMPLOYER _____

DATE(S) OF EMPLOYMENT _____

LOCATION (CITY, STATE) _____

POSITION _____

RESPONSIBILITIES _____

2. EMPLOYER _____

DATE(S) OF EMPLOYMENT _____

LOCATION (CITY, STATE) _____

POSITION _____

RESPONSIBILITIES _____

3. EMPLOYER _____

DATE(S) OF EMPLOYMENT _____

LOCATION (CITY, STATE) _____

POSITION _____

RESPONSIBILITIES _____

4. EMPLOYER _____

DATE(S) OF EMPLOYMENT _____

LOCATION (CITY, STATE) _____

POSITION _____

RESPONSIBILITIES _____

IF NEEDED, USE THE BACK OF THIS SHEET FOR ADDITIONAL
EMPLOYMENT INFORMATION.

EDUCATION AND TRAINING: (most recent first)

1. NAME OF SCHOOL _____

LOCATION (CITY/STATE) _____

DATES ATTENDED _____ GRADUATED? _____ IF YES, GIVE DATE _____

DIPLOMA OR DEGREE _____

PRIMARY AREAS OF STUDY/COURSES _____

2. NAME OF SCHOOL _____

LOCATION (CITY/STATE) _____

DATES ATTENDED _____ GRADUATED? _____ IF YES, GIVE DATE _____

DIPLOMA OR DEGREE _____

PRIMARY AREAS OF STUDY/COURSES _____

OTHER EXPERIENCE(S): Non-work experience - Skills you have developed from experiences other than employment. _____

VOLUNTEER ACTIVITIES: Include work with community organizations, churches, etc.

OTHER TRAINING: Additional qualifications, special skills, certifications, equipment proficiency, valid driver's license, bilingual, etc.

REFERENCES: Identify at least 3 individuals who can speak to your abilities, accomplishments, and contributions. References should be people who know you well and can talk about your character and qualifications. They should be able to provide an honest assessment of your strengths.

Name _____

Phone number _____ Email: _____

Name _____

Phone number _____ Email: _____

Name _____

Phone number _____ Email: _____

Name _____

Phone number _____ Email: _____

RESUME READY CHECKLIST

	All words are spelled correctly. Spell-check after each revision
	Categories are organized logically and effectively. Is your resume in an order that makes sense?
	Writing is concise and to the point. Don't be wordy. Make your point.
	The format is clean and easy to read. Set even margins, don't mix fonts, avoid excessive bold and italics.
	Strong descriptive words are used. Refer to Winning Resume Words handout provided in this section. Use concrete, strong words.
	Each section is complete and accurate. Always be honest.
	It contains sufficient contact information. Be sure contact information is complete and accurate (home or cell phone number, email).
	Email address is appropriate. Don't use slang or informal email addresses.
	Activities/experiences are relevant. Only include information that a potential employer would find useful.

WINNING RESUME WORDS

Use words in your resume that are concrete, strong, dynamic, and specific. For example, write achieved, not did. Write produced, not made. Write revised, not fixed. Write skilled, not good. Write creative, not artsy.

ACTION WORDS		SELF-DESCRIPTIVE WORDS	
Accelerated	Improved	Accomplished	Optimistic
Achieved	Increased	Active	Organized
Administered	Influenced	Adaptable	Original
Advanced	Instituted	Adept	Patient
Advised	Instructed	Analytical	Perceptive
Articulated	Launched	Articulate	Persistent
Assembled	Led	Artistic	Personable
Attained	Maintained	Assertive	Positive
Authorized	Managed	Attentive	Powerful
Balanced	Maximized	Committed	Practical
Broadened	Motivated	Conscientious	Proactive
Built	Negotiated	Consistent	Productive
Collaborated	Operated	Constructive	Professional
Completed	Organized	Creative	Reliable
Composed	Partnered	Customer-oriented	Resourceful
Conceived	Participated	Decisive	Respectful
Conducted	Perfected	Dependable	Responsible
Constructed	Piloted	Determined	Results-driven
Coordinated	Prepared	Dynamic	Results-oriented
Created	Produced	Effective	Self-reliant
Demonstrated	Programmed	Efficient	Self-starter
Designed	Proposed	Energetic	Sensible
Developed	Provided	Enterprising	Sincere
Directed	Qualified	Flexible	Skilled
Earned	Reduced	Focused	Solid
Enforced	Refined	Independent	Sophisticated
Engineered	Reinforced	Integrity	Stable
Enhanced	Revamped	Intelligent	Strong
Ensured	Reviewed	Intuitive	Successful
Established	Revised	Inventive	Talented
Evaluated	Scheduled	Knowledgeable	Team player
Examined	Simplified	Leader	Thoughtful
Executed	Solved	Logical	Top-quality
Facilitated	Started	Loyal	Traditional
Finished	Submitted	Mature	Trustworthy
Founded	Supervised	Methodical	Unconventional
Generated	Surpassed	Motivated	Understanding
Identified	Taught	Objective	Unique
Implemented	Trained	Open-minded	Upbeat
			Vibrant

TIP: Use the thesaurus to help identify and define key words.

Cover Letter

A cover letter introduces you to a prospective employer and expresses your objective and what you have to offer.

Objectives

- To write a winning cover letter

Materials

- Copies of worksheets

TIME: Approx. 1 hour

WARM-UP: ASK youth: (10 min)

- What is the difference between a resume and cover letter? A resume provides a concise summary of your education, work experience, skills, achievements, and qualifications relevant to the job you are applying for. A cover letter introduces you to the employer, explains why you're interested in the position, and highlights your skills and experiences that make you a strong candidate.
- Why do you need a cover letter? A cover letter introduces yourself to the hiring manager, expresses interest in the job and company, highlights your experiences that make you a good fit for the position, and allows you to demonstrate communication skills.
- What should the letter accomplish? It should convey your interest and fit for the position you are applying for.

ACTIVITY: Bad Cover Letter Review (15 min)

Put the group in groups. Each group will receive a copy of a Poorly Written Cover Letter.

Give each group five minutes to review and highlight the errors or problems.

At the end of five minutes have each group report on one thing they found. Discuss why what they selected was a problem.

ACTIVITY: Completing Your Cover Letter (30 min)

INSTRUCT youth to make up a company and position for a cover letter.

Distribute the Cover Letter Sample, Cover Letter Template, and Cover Letter Checklist so youth can reference them as they write their own cover letter.

WRAP-UP: (10 min)

ASK the youth what was difficult or challenging about writing the cover letter.

ASK how they might address the challenges.

POORLY WRITTEN COVER LETTER A

To Whom it May Concern,

I am really interesting in applying for your job because I have just finished high school and my guidance counselor told me to apply for this job. The salary for the job seems decent enough, so I believe I will be able to have enough money to buy myself a car.

I am a hardworking, energetic, friendly, motivated, and loyal person with the ability to get on with people from all ages and backgrounds. I enjoy working in a team, and I'm punctual.

Unfortunately, I don't have any relevant work experience and I have never worked in a shop before. But, as my references will tell you, I am really hardworking and a quick learner.

If you give me a chance to work at your company, I will work my socks off to make you happy. You won't be disappointed.

Bye,

Mark

POORLY WRITTEN COVER LETTER B

Dear Sir/Madame,

I am writing to express my interest in the current vacancy you have to Bubble Jobs. I am the right candidate for the role because I am hard-working, passionate and extremely enthusiastic and would fit in very well with your company.

I am a Broadcast Journalism graduated who has extensive experience in SEO, copywriting, radio editing and blog writing. I feel confident my skills and experience make me the perfect candidate for this job. I really don't think you will find a better candidate for this job.

To be honest, I'm just looking to get a foot in the door of the industry and some paid experience in the sector so I think this role at Bubble Jobs would be perfect. I also feel confident that there are lots of improvements I could make to your company.

I am available 2 interview any time and can start work asap. I look forward to hearing some positive feedback.

Peace Out,

Amy Edwards

COVER LETTER SAMPLE

Jonathan Franklin
8513 Depot Rd.
Franklin, NJ 15223
Jonathan_franklin@gmail.com

Dear Hiring Manager,

Thank you for the opportunity to apply for the Retail Associate role at Maurice's Clothing Boutique. I believe I can be an asset to the business because I have great interpersonal skills and I am passionate about fashion.

I am a hard-working recent high school graduate who has been consistently praised as focused by my teachers. While working on academic and extracurricular activities, I have developed proven teamwork, planning, and communication skills which I can leverage into the Retail Associate role at your company.

My resume is attached. I hope you will agree that I am the type of competent and competitive candidate you are looking for. I look forward to speaking with you to discuss my experience and how I can be a good addition to Maurice's Clothing Boutique.

Thank you for your consideration and I look forward to hearing from you soon.

Sincerely,

Jonathan Franklin

COVER LETTER TEMPLATE

Your Name
Address
City, State, Zip
Phone Number
Email Address

Dear Hiring Manager,

INTRODUCTORY PARAGRAPH (Who I am)

- Why you are writing
- Position and company you are applying to
- Descriptive sentence about the value you can add

BODY PARAGRAPH

- Why you are interested in the position
- What qualities you possess that make you a strong candidate
- Describe past relevant experience
- Not a re-statement of your resume

CONCLUSION

- Inform employer that your resume is enclosed
- Inform employer that you would like the opportunity to meet
- Thank employer for their time

CLOSING

Respectfully yours, Sincerely, Kind Regards

SIGNATURE

Type your name underneath signature

COVER LETTER CHECKLIST

	Not more than one page (ideally 3 paragraphs)
	States why you are writing
	Sells your value
	Written with correct spelling and grammar
	Written with confidence
	Shows enthusiasm
	Does not restate resume
	Thank the reader for taking the time to read
	Uses professional tone (not too casual)

Effective Job Searching

With a solid foundation of job preparation, job-hunting is the next step in executing the career action plan. There are many avenues to find jobs. Building and using personal and professional connections are important skills.

Objectives

- To identify job resources
- To navigate job sites
- To explore diverse options

Materials

- Copies of worksheets
- Computers with internet access

TIME: Approx. 1 hour.

WARM-UP: Job Search Diagram (15 min)

Draw a blank Job Search Diagram on the board, filling in only the center circle. Ask youth to brainstorm ways to find out about jobs. Write their ideas inside the circles and fill in additional circles with those from the diagram below.



ACTIVITY: Checking out job ads (30 min)

This is a guided activity that focuses on searching job ads online.

Guide youth through job sites that serve teens, college youth, and those with little experience (for example, Snagajob.com, Jobs2Careers.com, Indeed.com and Monster.com to start). Are there local newspaper websites in your area? If there is no Internet access, copy pages from various sites and distribute to youth. Discuss how to search for jobs, internships, and other useful information.

TIP: Encourage youth to keep track of the jobs they apply to and to save a copy of the job descriptions. Job postings don't stay online so this way when they get a call back, they can easily reference the description. Youth can use the Job Tracker Worksheet below as a starting point.

DISTRIBUTE AND DISCUSS: My Job Search Resources Worksheet (10 min)

Instruct youth to complete their worksheets.

WRAP-UP: (5 min)

Youth share job search ideas in group discussion.

Low on ideas? Use AI to help generation some. Use ChatGPT to ask for effective job search strategies for youth and share with the group what comes up.

MY JOB SEARCH RESOURCES

People I can talk to in my family, school or neighborhood:

Job websites to view:

Places to check out in my community:

JOB TRACKER WORKSHEET

Date Applied	Job Title	Company	Web Address	Why is this a good fit?	Questions about the job?

TIP: Reference the Job Search Strategy worksheet in the online resource hub for some additional tips.

The Job Application

Youth practice filling out a sample job application. They will learn:

- The kinds of questions they need to be prepared to answer
- How to obtain important documents

Objectives

- To complete a job application
- To procure employment documents

Materials

- Sample application

TIME: Approx. 1 hr

WARM-UP (10 min)

ASK the group, "What kind of errors on a job application can be detrimental?"

Be sure to make the following points:

- If it is a paper application, it must be completed in black or blue pen, neatly and legibly.
- All questions should be answered honestly. Lying or misrepresentation will lead to firing.
- Note that some employers will require drug screenings before hiring.
- Discuss how to answer some of the more challenging questions (salary, who should be used as references, etc.).
- Applicants should dress well when applying in person.
- Tell youth that they should take addresses and phone numbers of previous employers to apply.

ACTIVITY: Completing a Job Application (30 min)

Once completed, collect applications, and return them with comments or questions at the next session. Youth may need to redo applications.

WRAP-UP: (10 min)

ASK youth how comfortable they feel completing a job application. Discuss that the questions on the sample application are pretty standard regardless of online or paper but may vary.

SAMPLE EMPLOYMENT APPLICATION FORM

DATE _____

Name _____

Last

First

Middle

Present address _____

Number Street

City

State

Zip

Telephone _____

If under 18, please list age _____

Position applying for _____

Salary desired _____

Days/hours available to work

No pref _____ Thurs _____

Mon _____ Fri _____

Tue _____ Sat _____

Wed _____ Sun _____

How many hours can you work weekly? _____

Employment desired ___ Full-time ___ Part-time ___ Either

When are you available to start working? _____

Type of School	Name of School	Location (complete mailing address)	Number of years completed	Major & Degree
High School				
College				
Bus. Or Trade				

School				
Professional School				

Have you ever worked for this employer before? No Yes

Are you a US citizen, permanent resident, or a foreign national with authorization to work in the United States. No Yes

Have you ever been convicted of a crime? No Yes

If yes, explain number of conviction(s), nature of offense(s) leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation.

Do you have a driver's license? Yes No

What is your means of transportation to work? _____

Please list three references other than relatives.

Name _____

Position _____

Company _____

Telephone _____

Email _____

Name _____

Position _____

Company _____

Telephone _____

Email _____

Name _____

Position _____

Company _____

Telephone _____

Email _____

WORK EXPERIENCE: Please list your work experience for the past five years beginning with your most recent job held. If you were self-employed, give firm name. Attach additional sheets if necessary.

Name of employer Address City, State, Zip Phone Number	Name of supervisor	Employment dates
	Job title	
Reason for leaving		
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.		
Name of employer Address City, State, Zip Phone Number	Name of supervisor	Employment dates
	Job title	
Reason for leaving		

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

Name of employer Address City, State, Zip Phone Number	Name of supervisor	Employment dates
	Job title	

Reason for leaving

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

Name of employer Address City, State, Zip Phone Number	Name of supervisor	Employment dates
	Job title	

Reason for leaving

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact your current employer? ___ Yes ___ No

HOW DO I OBTAIN MY SOCIAL SECURITY CARD?

Visit <http://www.ssa.gov> or see your local social security office.

HOW DO I OBTAIN MY BIRTH CERTIFICATE?

Check with your state of birth government records office.

HOW DO I OBTAIN A PICTURE I.D.?

If you do not have a driver's license, you can obtain a picture I.D in these ways:

- Passport: Visit <http://www.us-passport-service-guide.com/obtain-a-us-passport.html>
- State ID: Check with your local Department of Motor Vehicles Center.

HOW DO I GET WORKING PAPERS?

Consult your school district, school administrative office or counselor for information about working papers.

NOTE: Youth will need a caregiver with them in order to get these documents. Youth must be at least 10 years of age in Pennsylvania to get a photo id.

Career Launch

Personal Brand

A personal brand defines what one stands for, their values, and the way they express those values. It communicates a unique identity and value to potential employers. It is one's story.

Objectives

- To self-assess
- To define personal brand

Materials

- Copies of handouts

TIME: Approx. 1 hour.

WARM-UP: What is a personal brand? (10 min)

Pair youth together. Instruct them to interview each other for 2 minutes each.

INTERVIEW QUESTIONS

- What are your strengths and weaknesses?
- What do you want to be known for?

Ask for volunteers to share answers from their interviews.

ACTIVITY: Personal Brand Self-Assessment (20 min)

Have youth take some time to complete the following personal brand self-assessment. This will help them start to define what their personal brand is, especially if they do not currently have one.

ACTIVITY: Prepare An Elevator Pitch (20 min)

An elevator pitch is a 30-60 second story about who you are. It is a way to succinctly describe what you do and where you would like to go. It is a way to show off your personal brand. These are typically used in networking events, job interviews, career fairs, or other professional or social settings as a way to promote yourself.

Distribute the Elevator Pitch Samples and read them aloud as a group. Then distribute the Elevator Pitch Template and have the youth complete that. Give them 5-10 minutes. Once youth are done, put them in pairs to share. Ask for a few volunteers to share with the whole group.

WRAP-UP: (5 min)

Here are some tips to share with the group about their personal brand and elevator pitches.

- Remember your brand is not just online, it is also what people see in real life.
- For those old enough to have social media be mindful about what you post online as it will impact your brand. Adjust your privacy settings for account you wouldn't mind an employer seeing vs what you only want friends and family to see.
- Your personal brand is not permanent, it may change as you continue to grow.

- Practice your elevator pitch to ensure it is short enough and to become comfortable with it.

PERSONAL BRAND SELF-ASSESSMENT

In which areas of work do I excel? _____

What motivates me? _____

What characteristics have others complimented me on? _____

Which roles seem to drain my energy? _____

What do I want to be known for? _____

Who is my audience? Who am I trying to reach? _____

How do I want my behavior to brand me? _____

What are the behaviors that will get me there? _____

What do I want my appearance to say about me? _____

What do I need to change? _____

How do I want my activities to brand me? _____

What activities do I need to start or stop doing? _____

How do I want the people I associate with to brand me? _____

Am I associating with the right people? _____

ELEVATOR PITCH SAMPLES

My name is Marsha Young and I'm a 7th grader at Hill Middle School. I am learning about community activism. I have started advocating for better health care in my community. I would like to follow up with you about how I can get involved in the community work that you do.

I'm John Smith, a recent graduate of Packard High School. After learning about the stock market, I wanted to test what I learned as well as my skills, so I created a mock portfolio that's realized a 24% gain over the last year. Can you tell me how you decided on a career in finance?

I am Jonathan Franklin and I'm a senior at Franklin High School. During my time on the school newspaper, I grew social media engagement by 43% which resulted in an uptick in local advertisements. I would love to speak to you about helping with your social media, if you have time.

I'm Mike Major and I've been out of high school for a few years. When I was a kid, I really wanted to communicate with animals. I was thinking about getting into zoology. I'm not sure what career is best suited for me. Can you tell me how you ended up in yours?

In add PITCH TEMPLATE

Who are you? _____

What do you do? _____

What is unique about you? _____

What's your ask? _____

Put it all together _____

Professional Appearance

We formulate impressions of each other every day and we often do it without even noticing. Many factors shape our judgments - how someone dresses, speaks, walks, stands, interacts with others, expresses thoughts and attitudes, shakes hands, looks at us, and so on.

When job-hunting or competing in other areas - interviewing for a scholarship, for example - the candidate has a small window to make a lasting impression.

Objectives

- To dress for success

Materials

- Handouts
- Poster boards
- Old Fashion Magazines
- Glue
- Computers with internet access

TIME: Approx. 1 hour, 30 minutes

WARM-UP: Impress Yourself (15 min)

Look at the photos below. Have the group share their first impressions on the photos. Ask why. Is this outfit appropriate for any workplace settings? Why or why not?



ACTIVITY: Virtual Fashion Show (60 min)

Either internet access or access to magazines and poster boards will be needed for this activity.

ONLINE VERSION: Instruct youth that they will be going shopping for a new business casual work outfit online. They will have a pretend budget of \$250 to get a new professional work

outfit and accessories. Have them go shopping and copy pictures of clothing into a presentation. They must also include the prices next to each item to make sure they stay within budget. A few stores they can start out with are Express.com, Gap.com, Shein.com, and JCPenney.com. At the end of 30 minutes, have each student share with the group their new outfit. Have the group provide feedback to the youth. What do they like? What would they change?

OFFLINE VERSION: A poster board for each youth and magazines will be needed for this version. Have youth go through the magazines and cut out pictures of clothing items and outfits that they think are business casual and paste them to the poster board. Give youth 30 minutes to complete. Once time is up, have each youth show their boards to the group. Have the group provide feedback to the youth. What do they like? What would they change?

WRAP-UP: (15 min)

With the group, identify common themes of the do's and don'ts.

INTERVIEW ATTIRE DO'S AND DON'TS TIPS

You have one chance to make a first impression. Even if you know that casual attire is acceptable in a workplace, dress professionally and neatly for your interview.

APPROPRIATE DRESS FOR MEN	
DO'S	DON'TS
Solid-colored, conservative suit or dark slacks and a matching dress blazer	Unconventional colors and patterns
Neutral colored long-sleeve dress shirt	Colorful, patterned, short-sleeve shirt
Shined dress shoes	Scruffy shoes or sneakers
Conservative tie	Wrinkled or wild tie
Simple watch or ring	Earrings, chains, multiple rings, bling
Mild cologne, deodorant	Strong scent, no deodorant
Dark socks	Light or no socks
Covered tattoos, if applicable	Exposed tattoos
Pants with belt at waist	Low-hanging pants
Neat nails	Long or dirty nails
Neatly trimmed beard and hair	Shaggy beard, unkempt hair
Portfolio, briefcase or backpack	Loose papers
APPROPRIATE DRESS FOR WOMEN	
DO'S	DON'TS
Solid-colored suite or dress	Unconventional colors and patterns
Attire near knee-length	Mini skirts or dresses
Conservative matching dress shirt	Low-cut or bright-colored shirt
Conservative dress shoes	Stilettos, casual sandals, sneakers
Simple ring, bracelets, studs	Big hoops, thick chain, big jewelry
Mild perfumes	Strong scent, no deodorant
Covered tattoos, if applicable	Exposed tattoos
Understated makeup	Thick, gaudy makeup
Manicured, neutral-colored nails	Long, gaudy, colored / designed nails
Neat, natural-colored hair	Unstyled, unnaturally dyed hair
Respectable neckline	Exposed cleavage
Portfolio or briefcase, simple purse, backpack	Loose papers, big handbag

TIP: The definition for what is workplace appropriate depends on the type of workplace environment you are in. In some settings it may be appropriate to wear work boots, jeans and t-shirts where in other settings it is appropriate to wear slacks, button-up shirts, and nice shoes (not sneakers). Encourage youth to observe and take note of the way the employees are dressed when they are on-site for their in-person interview.

NOTE: The Crown Act, Creating a Respectful and Open World for Natural Hair, was created in 2019 to ensure protection against discrimination based on race-based hairstyles including hair texture and protective styles such as braids, locs, twists, and knots in the workplace and public schools. It is a law in Philadelphia, PA and the states of New Jersey and Delaware to name a few. To find more information on the Crown Act, please visit www.thecrownact.com.

Etiquette & Social Skills

Manners matter. What is good etiquette? It's a courteous, mannered code of conduct. How you present yourself influences what others think of you personally and professionally. An employer, for example, wants to see that a prospective employee will be a positive face of the organization.

Objectives

- To fine-tune social skills

Materials

- Prepared, cut-out squares
- Handouts

TIME: Approx. 1 hour 40 minutes

WARM-UP (10 min)

Instruct the group to make a list of good and bad manners. For added energy, make it a speed drill.

ACTIVITY: Wrong-way / Right-way (30 min)

Before the session, copy this page and cut out squares with examples of bad etiquette or behavior that would leave a negative impression. Divide the group into pairs, "interviewer" and one "job candidate." Each pair chooses a square. Allow a few minutes for pairs to practice how they will act out their scenes. Challenge the group to guess what bad behavior is being acted out. (Use desk and facing chairs as props). Ask pairs to also act out the proper behavior.

The job candidate introduces themselves incorrectly and exchanges a weak handshake.	The job candidate slouches, looks down and fidgets throughout the interview.	The job candidate mumbles responses and looks bored.
The job candidate uses poor grammar/slang and chews gum during the interview.	The job candidate gives long answers and asks inappropriate/personal questions.	The job candidate talks too long, brags and acts like a know-it-all.
The job candidate rushes in late, out of breath, and forgets to bring a resume.	The job candidate plays with a cell phone during the interview.	The job candidate cuts off the interviewer while they are speaking to interject their own points.

DISTRIBUTE AND DISCUSS: Etiquette & Social Skills Quiz (15 min)

Allow time to complete. Review answers.

ACTIVITY: Workplace Etiquette Role-Play (40 min)

Workplace etiquette are unwritten rules and expected behaviors that govern interactions and conduct in a professional environment. It includes how individuals communicate, collaborate, and conduct themselves in the workplace. It is important in creating a harmonious, respectful, and productive environment and fosters a positive culture. Workplace etiquette includes

professionalism, effective communication, teamwork, and respect in the workplace. Professionalism involves having a positive attitude, being punctual, dressing appropriately, and following company policies and procedures. Effective communication includes using respectful language, active listening, and clearly and concisely expressing ideas. Proper email and phone etiquette are also important parts of effective communication. Practicing good teamwork and collaboration involves being cooperative, supportive, and willing to contribute to group efforts. Respect for colleagues, superiors, and subordinates is important. This includes treating everyone with courtesy, acknowledging individual contributions, and valuing diversity and differences of opinions.

Youth will walk through 4 scenarios as a group. Have youth form a circle and ask for 2 volunteers to role-play in the center of the circle. Have them act out the scenario on the card, reacting naturally to the situations. Once they are done with 1 scenario, discuss the questions in the debrief below.

After 1 scenario is discussed, ask for 2 different volunteers to act out the next one. Once they are done acting, discuss the questions above again with the group to debrief the situation. Repeat this process until all scenarios have been acted out and discussed. Once this process is done, debrief the activity as a whole. Recap the key points of workplace etiquette that emerged during the role-plays. Ask youth to reflect on their own behavior and how they can apply what they've learned in real-life situations.

DEBRIEF: After each scenario debrief with the questions below. Make sure to point out some of the key points from each scenario:

Scenario 1:

- What did you observe in the scenario?
- What behaviors were appropriate/inappropriate? Appropriate was the understanding of the concerned coworker. Inappropriate was the defensiveness of the one with the performance issues.
- How could the situation have been handled differently? Coworkers with performance issues never took accountability for getting their work done late.
- What did you learn from this scenario? Maintain patience, take accountability, show empathy.

Scenario 2:

- What did you observe in the scenario? Angry customer and unhelpful customer service rep
- What behaviors were appropriate/inappropriate? The unhelpful response from the customer service rep was inappropriate.
- How could the situation have been handled differently? The customer service rep should have been more willing to help. If they weren't sure what to do, they could have called a manager before the customer did.
- What did you learn from this scenario? When someone is upset, remain calm. You can't control everyone's feelings.

Scenario 3:

- What did you observe in the scenario? Intern seemed in a rush.
- What behaviors were appropriate/inappropriate? The intern seeming to rush the supervisor and constantly asking for help was inappropriate.
- How could the situation have been handled differently? The intern should have checked first to see if the supervisor had a few minutes to speak. The intern should have provided more details up front before continually asking if they could help.
- What did you learn from this scenario? Before interrupting someone check to see if it is a good time to talk, don't be in a rush even if it is time sensitive, stay patient, give as many details up front as possible.

Scenario 4:

- What did you observe in the scenario? The graphic designer and supervisor seem to be going back and forth.
- What behaviors were appropriate/inappropriate? The supervisor gave feedback by first discussing what went well and then sharing areas of improvement which was appropriate. They both had inappropriate behaviors. The graphic designer is not open to receiving feedback. The supervisor got frustrated.
- How could the situation have been handled differently? The supervisor could've shown empathy and patience.
- What did you learn from this scenario? Supervisors aren't always right in the way they deliver their messages. It's important to be open to feedback, we all have room to grow.

WRAP-UP: Review Etiquette & Social Skills Tips (5 min)

ETIQUETTE & SOCIAL SKILLS QUIZ

Make proper etiquette a natural part of your communication and behavior every day. Fill in the etiquette tip sheet with the correct responses and discuss as a group.

1. During an interview, you should turn off your _____ or put it on do not disturb.
2. If you want people to feel comfortable, make _____ with them.
3. When answering the phone at work, say, _____
_____.
4. Do not _____ your words when you talk or speak to _____.
5. In the middle of an interview, do not ask to _____.
6. Being on time for work means arriving _____.
7. Send a _____ after the interview.
8. Do not start to _____ before everyone has been served.
9. Do not say anything _____ at a job interview.
10. Give a _____ when you enter the room for an interview.
11. Do not _____ when you're being interviewed.
12. Talk about your skills with enthusiasm, but don't _____ or be a _____.
13. Dress _____ for the workplace.
14. Don't be afraid to _____ questions.

ETIQUETTE & SOCIAL SKILLS TIPS

1. During an interview, you should turn off your **cell phone** or put it on do not disturb.
2. If you want people to feel comfortable, make **eye contact** with them.
3. When answering the phone at work, say: **Thank you for calling (Name of company), how may I help you? Or This is (name). How can I help you?**
4. Do not **mumble** your words when you talk or speak too **loudly**.
5. In the middle of an interview, do not ask to **go to the bathroom**.
6. Being on time for work means arriving **five minutes early**.
7. Send a **thank you note** after the interview.
8. Do not start to **eat** before everyone has been served.
9. Do not say anything **political** at a job interview. (answers may vary)
10. Give a **firm handshake** when you enter the room for an interview.
11. Try not to **fidget** when you're being interviewed.
12. Talk about your skills with enthusiasm, but don't **brag** or be a **know-it-all**.
13. Dress **appropriately** for the workplace.
14. Don't be afraid to **ask** questions.

WORKPLACE ETIQUETTE ROLE-PLAY SCENARIOS

SCENARIO 1: CONFLICT WITH CO-WORKER

You and your coworker have been assigned to collaborate on a project that is crucial for the team's success. However, you've noticed that your co-worker often arrives late to meetings and fails to meet deadlines. You've tried to address this issue politely, but she becomes defensive and dismisses your concerns. As a result, tensions are rising, and it's affecting the progress of the project. The two of you meet to discuss the project.

Select one person to be (A) the concerned coworker and (B) the other to be the one with performance issues.

Start the scene with a simulated meeting between the two of you. Feel free to adlib the speech as appropriate.

A: (say friendly) Hi, I thought now would be a good time to discuss the project. It's due in 2 weeks so we really need to work together to get this done on time. I do have concerns that deadlines have been missed in the past and I do worry that the same thing will happen with this project.

B: (act offended) I always get my work done. I don't understand why this is a concern for you.

A: (say friendly) Well I have noticed in the past that even though you do get your work done, that it is late. I just want this project to be done on time because it is critical to the work of the rest of the team and I wouldn't want to delay their progress. How can we work together to make sure it is done on time.

B: (act annoyed) Look, I really don't see what the big deal is. The work will get done which is the most important thing. I always get my work done. There's no need to worry about me.

A: (say friendly) Sure I hear you and understand what you are saying. We need to come to some kind of agreement to ensure this is completed on time.

B: (say with attitude) Fine.

A: (say friendly) Since it is due in two Friday's how about we set a deadline to have our work completed by that Wednesday. That way we have a few days wiggle room. Does that work for you?

B: (said flatly) Fine, I'll have it done by that Wednesday.

A: (said friendly) Great, I look forward to working with you.

SCENARIO 2: HANDLING DIFFICULT CUSTOMERS

You work as a customer service representative at a retail store. One day, a customer approaches you with a defective product they purchased recently. The customer is visibly upset, raising their voice and expressing frustration about the inconvenience caused. They demand an immediate refund and compensation from the inconvenience.

Select one person to be (A) the customer service representative and (B) the customer.

Start the scene with the customer approaching you about the defective product. Feel free to adlib the scene as appropriate.

A: (say friendly) Hi, welcome to Audacity. How can I help you today?

B: (say with frustration) This machine of yours broke. I want a refund right now. This machine broke after only one use. I want compensation due to the inconvenience this has caused. This should have never happened.

A: (while B is speaking practice active listening by allowing them to vent their frustration. Maintain eye contact, nod, and acknowledge their concerns)

A: I'm really sorry to hear that. I'm not sure there is much I can do for you.

B: (said with more frustration) You have to do something for me. I don't accept that there is not much you can do for me.

A: (said with frustration) There's no need to get upset.

B: (said with anger) Are you serious? I want to talk to your manager right now!

A: (said with attitude) Fine.

SCENARIO 3: ASKING FOR HELP FROM A SUPERVISOR

You work as an intern at a marketing agency, and you've been assigned a project to create a social media campaign for a client. As you delve into the project, you encounter a technical issue with the software you're using to design graphics for the campaign. Despite trying to troubleshoot the problem on your own, you're unable to resolve it. Feeling stuck and aware of looming deadlines, you decide to seek help from your supervisor.

Select one person to be (A) the intern and (B) the supervisor.

Start the scene with the intern going into the supervisor's office to ask for help. Feel free to adlib the scene as appropriate.

A: (say in a rush) I need help.

B: (say surprised) How can I help?

A: (say normal) I ran into an issue while working on the social media campaign.

B: Okay. What's the issue?

A: (say in a rush) I keep getting an error message. Can you help?

B: I need some more information to determine what the issue actually is. What steps did you do when you got the error message?

A: (say in a rush) I went to the home screen and selected 'new' from the 'add' drop down menu. Can you help?

B: Slow down, there's no need to rush. We'll get this resolved. Those are the right steps. Did you restart the software program?

A: (say in a rush) Yes. That didn't help. If this doesn't get fixed, I won't get the project done on time. I need this to be fixed.

B: Okay. Let's go take a look at your computer and see if we can troubleshoot together.

SCENARIO 4: RECEIVING CONSTRUCTIVE CRITICISM

You are a junior graphic designer working at a creative agency. Recently, you completed a project designing a logo for a client. Your supervisor, who is also the creative director of the agency, asks to meet with you to provide feedback on your work. The feedback session is intended to offer constructive criticism to help you improve your design skills and better meet client expectations.

Select one person to be (A) the junior graphic designer and (B) the supervisor.

Start the scene with the intern going into the supervisor's office after they asked to meet. Feel free to adlib the scene as appropriate.

B: Thanks for agreeing to meet with me today. Good work on the logo design project. I really appreciate the hard work and dedication you put into the project.

A: Thank you. I was nervous about it.

B: It was such a creative concept and it showed that you paid great attention to detail. There are a few areas for improvement such as alignment, typography choice, color scheme, and overall clarity.

A: Oh. I thought it turned out great. I didn't see any issues with it. The color scheme was awesome. I wouldn't do anything differently. I don't understand why I'm getting this feedback. It was perfect.

B: (say with a little bit of frustration) Well it wasn't perfect which is why I'm giving you feedback. You can do better next time.

A: (say with a little bit of attitude) I think it was good this time. I don't see where I need to improve anything.

B: Everyone has room for improvement. I'm just trying to share with you a few things that could help you. There is no need to be defensive.

Preparing for Interviews

Developing a clear, informative resume and cover letter is just the first step to getting a job (or scholarship, or invitation to a school). Some employers will conduct a brief interview by phone and may invite the applicant in-person for a longer interview to get a clear idea of their strengths and values.

Objectives

- To practice phone etiquette
- To prepare for a call-back

Materials

- Copies of handouts

TIME: Approx. 2 hours

WARM-UP: Tell Me About Yourself (10 min)

“Tell me about yourself” is one of the most popular interview questions. The employer wants you to introduce yourself. This is an opportunity to share key experiences that connect to the job you are interviewing for. Keep it focused on professional, academic, and volunteer related experiences, don’t get too personal.

Put youth in pairs and have them each ask and answer the question, “Tell me about yourself.” Give each person 3 minutes to answer.

Ask for a few volunteers to share with the group.

DISCUSS with the group:

Ask the group if this question was hard to answer. Why or why not? Ask them if they felt prepared to answer it. It’s likely that many youth will find this hard or feel put on the spot. It’s not always easy to talk about ourselves. Where should they begin? What’s important to share? How do we describe ourselves without sounding arrogant? Taking time to sit down, think, and prepare a thoughtful response to questions like this helps us become more self-aware.

ASK youth why interviews are such an important part of the job search.

DISTRIBUTE AND DISCUSS: Do’s and Don’ts of Phone Etiquette (20 min)

Ask the group to list other examples of good and bad phone etiquette.

DISTRIBUTE AND DISCUSS: Interview Questions You Might Be Asked (15 min)

Instruct the group to break into pairs. One person will be the interviewer and the other will be the applicant. The interviewer can use questions from the handout. After 7 minutes ask them to switch. Bring the group back together and ask a few youth questions to close out the activity. Give them feedback.

DISTRIBUTE AND DISCUSS: Questions for You to Ask (15 min)

Explain to the group that employers expect the applicant to ask a few questions. This is a way to learn if the applicant is curious, interested, and teachable. It also gives the applicant a chance to get useful information and learn how a company operates.

Prompt a few youth to ask you questions from the handout.

ACTIVITY: The STAR Method (20 min)

STAR stands for situation, task, action, and result. It is an interview technique used to prepare for behavioral and situational interview questions. This method will help youth develop clear and concise answers using real-life examples.

Read the sample STAR response on the handout aloud to the group.

Have youth brainstorm a couple real-life examples of experiences they have had which may relate to a potential job they are interested in. Encourage them to think about group projects they have worked on, volunteer activities they have participated in, something they are most proud of, or even a lesson they have learned.

Have youth complete the worksheet and have them prepare a response to the question "Share an example of a time when you faced a difficult problem. How did you solve this problem?"

First have them write out the situation to give context to the answer. They should share 2-3 important details about the situation. Then have them write out the task to elaborate on the challenge and their role. Highlight 1 or 2 main points that best illustrate the task that they needed to complete. Next, have them write out the action to explain how they handled the situation or overcame the challenge. Identify a few of the most impactful steps they took to find success. Even if the actions taken were part of a team, avoid using "we" and use "I." Lastly, have them write out the result, what they achieved in the process. Include what they learned, how they grew, and why they're a stronger individual because of the experience.

Ask for a few volunteers to practice their STAR method response answering the question "Share an example of a time when you faced a difficult problem. How did you solve this problem?"

Have the class provide feedback to the volunteers. Were the responses clear and concise? Were they easy to follow and understand? Was there something that needed more explanation?

ACTIVITY: Writing Thank You notes (30 min)

A formal thank you is a basic courtesy and can leave a lasting impression. Instruct youth to write a thank you note to the person who interviewed them.

WRAP-UP (10 min)

Select a few volunteers to read their thank you notes. Ask the group for feedback.

DO'S AND DON'TS OF PHONE ETIQUETTE

BEFORE AND AFTER THE EMPLOYER CALLS:

- DO alert everyone in the household that you are expecting a call and that anyone who answers the phone should be polite (no shouting, loud music, putting the caller on hold for a long period of time, barking dogs).
- If you use a formal name on your resume and application, a name different from what others call you, DO alert those in the household.
- DO use formal language (yes vs. yeah, yes vs. uh-huh, thank you vs. thanks).
- DO show enthusiasm.
- DO ask questions.
- DO use good grammar.
- If your cell phone is the preferred contact, DO note hours in your cover letter when you will answer the phone.
- DO NOT answer "call waiting" or put the interviewer on hold.
- DO return calls promptly (no later than 24 hours).

IF YOU ARE CALLING ABOUT A POSITION:

- DO practice what you want to say before you call.
- DO identify yourself when you call, giving your name and the job you are seeking. Keep your resume and cover letter nearby when you call in case the supervisor wants to speak to you directly. Be ready to be interviewed even if you are just inquiring.
- DO find a quiet place with good reception before you call.
- DO keep a notebook on hand during the call to write down directions, names, etc.
- DO send a Thank You note!

INTERVIEW QUESTIONS YOU MIGHT BE ASKED

1. Tell me a little about yourself?
2. Why do you want to work for this company?
3. What interests you about this role?
4. What experience do you have that will help you in this job?
5. What are your strengths? What are your weaknesses?
6. Where do you see yourself in 5 years?
7. How do you handle conflict?
8. How do you work under pressure?
9. What is your greatest accomplishment?
10. Do you have any questions for me?
11. How do you handle challenges or obstacles that arise in your work/school work?
12. How do you prioritize tasks when you have multiple responsibilities?
13. How do you handle conflicts or disagreements with colleagues/peers?
14. Punctuality and reliability are important in any job. How do you ensure that you're always on time and dependable?
15. Where do you see yourself in 5 years?

INTERVIEW QUESTIONS FOR YOU TO ASK

1. What are your expectations of the person you hire for this position?
2. Is there training?
3. What will my main responsibilities be?
4. What is the start date?
5. What are the hours?
6. How many hours per week?
7. Can you describe the job and a regular work day?
8. What are the biggest challenges I might face in this position?
9. Are there opportunities for advancement?
10. Would you like to see my list of references?
11. What is your favorite part of working here?
12. How would you describe the company's values?
13. Is there anything I should read before starting that would help me?
14. What learning and development opportunities will I have in this role?

STAR METHOD- SITUATION, TASK, ACTION, RESULT

SAMPLE STAR RESPONSE: While working on a group project this past year, my team encountered a significant setback when our main research source was no longer able to be accessed due to a technical issue. Our task was to analyze historical data trends and use them to make predictions for a marketing campaign presentation. As the team leader, I immediately convened an emergency meeting to assess the situation. We brainstormed alternative solutions, including reaching out to other sources, utilizing different data analysis techniques, and adjusting our presentation focus if necessary. I assigned specific tasks to each team member, such as researching alternative data sources, conducting qualitative analysis, and preparing contingency slides for the presentation. Through our collaborative efforts and creative problem-solving we were able to gather alternative data sources and adapt our analysis methods accordingly. Despite the setback, we delivered a comprehensive and insightful presentation that impressed our teachers. This experience taught me the importance of resilience, adaptability, and teamwork in overcoming challenges and achieving success.

BRAINSTORM: _____

Situation (provide context. Include 2-3 important details about the situation): _____

Task (challenge and role. 1 or 2 points that best illustrate the task) _____

Action (how you handled the situation or overcame the challenge and steps taken to find success)

Result (what was achieved in the process. Include what you learned, how you grew, and why you're a stronger individual because of the experience) _____

WINNING INTERVIEW TIPS

1. Research the company and prepare questions. Use the internet and the library and ask others you know who work there. Know facts about the company and its goals.
2. Dress conservatively and appropriately. Look your best. This includes hair, nails and shoes. No big earrings. No baggy pants. No tattoos showing. No sneakers. No jeans.
3. Show confidence and enthusiasm.
4. Make eye contact.
5. Speak with authority, speak clearly and speak to the point.
6. Deliver a firm handshake.
7. Ask relevant questions.
8. Know yourself and sell yourself!
9. Bring copies of your resume, recommendations (give only if requested) and your work documents in a professional folder.
10. Bring phone numbers, email addresses, and addresses of former employers.
11. Ask for a business card.
12. Thank the interviewer for seeing you (at the beginning and end of the interview).
13. Listen as much as you speak.
14. Walk in tall and sit up straight.

THANK YOU NOTES

Sending a thank you note after an interview is a courtesy and gives you the chance to repeat your qualifications and desire for the position.

WHO GETS A THANK YOU NOTE?

Employers, employment contacts, and references. Send a thank you note after each interview.

You should also send a thank you note after an informational interview, when someone gives you a referral or information, or whenever someone takes time out of their schedule for you.

HOW DO I SAY THANK YOU?

By mail or email, although email is preferred because it is quick and decisions sometimes move quickly. The email should be sent as soon as possible after the interview but no more than 24 hours later.

WHAT SHOULD I INCLUDE IN MY THANK YOU NOTE?

- Statement of appreciation for the opportunity
- Expression of continued interest in the job
- Brief restatement of qualifications and skills
- Additional information you failed to mention
- Final thank you for their consideration
- Date and time you will follow up as previously agreed

OTHER TIPS?

- Write the note no later than 24 hours after the interview, even if the interview didn't go well.
- Be brief, but include information noted above.
- Address the note to the interviewer by name and title.

THANK YOU TEMPLATE

Street Address
City, State Zip
Phone Number

Date

Individual's Name
Job Title
Name of Organization
Street Address
City, State Zip

Dear Mr./Ms. _____:

Thank you for the opportunity this morning to discuss the secretarial position. Our conversation gave me a better understanding of ABC Company and the requirements of the job. The additional information from Max and Katherine was helpful in gaining a better perspective of the position.

My strong office and interpersonal skills would be an asset to your company. I am proficient in all the computer software packages you use, and I know I possess the customer-service experience you want.

I enjoyed meeting the office staff and touring the facility. This is clearly a top-quality organization with an emphasis on efficiency and a dedication to teamwork. I would consider it a privilege to join your team and will contact you next week to inquire about the hiring decision.

Again, thank you for your time and consideration.

Sincerely,

(Your signature in blue or black ink)

Your typed name underneath

Financial Literacy

Earning your own money is an achievement. Managing and keeping money doesn't happen by accident. To plan for the future and meet goals, money-management skills are needed.

Objectives

- To identify needs and wants
- To learn prioritizing and budgeting

Materials

- Copies of worksheets
- Flipchart

TIME: Approx. 1 hr., 45 min

WARM-UP: Needs vs. Wants (10 min)

Write the words "Needs" and "Wants" on the board or a flipchart. Ask the group how they would define the words.

Ask youth to give examples of needs, then ask youth to give examples of wants.

ACTIVITIES: Prioritizing Your Finances (20 min)

Ask youth why we are talking about needs and wants.

Respond that it's a lifelong challenge. Thinking about and controlling how you spend, save, and invest will help you get what you need and want. Not having control could sabotage your goals.

Ask youth to write down everything they have bought in the last week and how much each item or bill cost. They should write an N or W next to each item and calculate the totals for each category. Which number is bigger?

Ask what do people do who can't afford their wants?

- Use credit cards
- Skip the needs for the wants
- Borrow money from others
- Steal

Ask are any of those choices a problem? Discuss

- Use credit cards (and go into debt)
- Skip the needs for the wants (and watch the house fall down)
- Borrow money from others (and struggle to pay it back or ruin friendships)
- Steal (and go to jail)

Ask what opportunities do you have now to save? Do you have a system?

ACTIVITY: Parts of a paycheck (20 min)

Youth will either be matched with wage-based, stipend-based, or incentive-based employment. Wage-based is a payment for labor or services that will most likely be hourly. Various taxes are taken out. A stipend is another form of compensation that is paid to cover

basic costs while receiving career training. Stipends are considered taxable income, but youth may be responsible for their own withholding if the employer doesn't deduct it. Incentive-based employees will receive payment after the successful completion and achievement of specific outcomes as defined in the Individual Service Strategy (ISS).

DISTRIBUTE AND DISCUSS: Sample Pay Stub

Ask the group to review the paycheck stub and discuss part of the check by asking the questions that follow:

What is the name of the company? White Lodging Services Corporation

How many hours did Sylvia work? 40 hours

How much does she earn per hour? \$22.00 an hour

How many days are in the pay period? 6 days

How much money did she earn for the pay period? \$880.00

How much was her check? How much did she take home? \$624.72

How much federal tax was taken out this pay period? \$131.20

What is FICA? FICA is a payroll tax, and it's short for the Federal Insurance Contributions Act. The law requires employers to withhold a certain percentage of an employee's wages to help fund Social Security and Medicare. The total bill is split between the employer and the employee.

DISTRIBUTE AND DISCUSS: Budget Worksheet (45 min)

Direct youth in calculating their own budgets.

Pretend you are Taylor. You earn \$600 every two weeks. You have to set aside \$200 in the next pay period to replace your broken cell phone, while still planning for your routine expenses and savings.

Here is a list of all your expenses for the next two weeks. Do a budget. Fill in the missing amounts based on your normal spending. If you don't have enough to cover all expenses, prioritize.

TIP: Youth can calculate their estimated taxes online. There are several online tax calculators such as www.mypaycalculator.net and <https://smartasset.com/taxes/pennsylvania-paycheck-calculator>.

DISCUSSION: Did you have any money left? Was it enough? Why get a handle on your budget now? When you are on your own, what kind of bills can you expect?

OPTIONAL ACTIVITY: Spent (15 min)

Internet access is needed. This activity may be better suited for youth 16 and over. Have youth go to <https://playspent.org> and have them walk through the activity. When they are done ask them how much they had left. What were some of their thoughts on the prompts? What was

challenging about the activity? What was easy about the activity? Is there anything they would have done differently?

WRAP-UP: (10 min)

Many banks now offer teens the opportunity to have an account with the sign-off of a parent or guardian. Make sure to discuss with your parent or guardian ways to handle your paycheck, whether you will just cash it each time and keep the cash or use the banking system. Research online for banks that offer teen accounts and check to see what they require to set up an account. Some of the information you may need includes:

- A form of ID
- Your Social Security Number
- An initial deposit to open the account
- Proof of address

Direct deposit is the electronic transfer of payment directly from the account of the payer to the recipient's account. Many companies and organizations offer it as a way for you to get paid. You will need a bank account in order to get direct deposit. A benefit to direct deposit is that you will have fast access to your funds when pay day comes.

SAMPLE PAY STUB

White Lodging Services Corporation 55 West 39th Street, New York, NY 10018		EARNINGS STATEMENT				
EMPLOYEE NAME	SSN	EMPLOYEE ID	CHECK NO.	PAY PERIOD	PAY DATE	
SYLVIA MOREIRA		63254123	76236	01/08/2019 - 01/14/2019	01/16/2019	
INCOME	RATE	HOURS	CURRENT TOTAL	DEDUCTIONS	CURRENT TOTAL	YEAR-TO-DATE
Regular	22.00	40.00	880.00	FICA MED TAX FICA SS TAX FED TAX NY ST TAX	12.76 54.56 131.20 56.76	25.52 109.12 262.40 113.52
ThePayStubs.co						
YTD GROSS	YTD DEDUCTIONS	YTD NET PAY	CURRENT TOTAL	CURRENT DEDUCTIONS	NET PAY	
1760.00	510.56	1249.44	880.00	255.28	624.72	

BUDGET TRACKING SHEET

Item		
INCOME (after taxes and deductions)		\$491
	TOTAL	\$491
EXPENSES	Amount Budgeted	Amount Spent
TransPass	\$25.50	
Cell-phone bill	\$60.00	
Lunch for 15 days		
Go to the movies		
Cell phone replacement	\$200.00	
Savings		
TOTALS		

Time Management

Workers who learn to strike a balance between commitments at home and commitments at work tend to find themselves more satisfied in both places.

Objectives

- To identify time management challenges and the consequences of poorly managing time
- To brainstorm strategies for successful time management

Materials

- Copies of worksheets

TIME: Approx. 1 hour, 30 minutes

WARM-UP (15 min)

ASK who is always late? Who is always rushing? Why? List answers on the board.

ASK is time management important (at work, home, school)? Discuss examples of when bad time management can be a problem (lose job, miss an interview, get a bad grade, burn the food).

DISTRIBUTE AND DISCUSS: Time Management Worksheet

ASK what are some tips for managing time?

ACTIVITY: Complete Time Management Worksheet (30 min)

INSTRUCT youth to fill out their worksheets, following the instructions.

ACTIVITY: Time Management Scenarios (30 min)

As a group, discuss the scenarios below.

SCENARIO 1: You are a student with multiple exams and assignments due in the same week. Additionally, you have commitments outside of school such as a part-time job and family obligations. How do you prioritize your workload for the week? What gets first priority and why?

Create a study schedule that allows you to prepare adequately for all your exams and complete assignments on time while balancing your other responsibilities.

SCENARIO 2: You are an entrepreneur juggling multiple responsibilities, including managing operations, serving customers, handling administrative tasks, and marketing your business. Each day, you face numerous competing demands on your time and struggle to prioritize tasks effectively. What are some ways you can get focused and prioritize your work?

Develop a daily schedule or routine that allows you to manage your time efficiently and focus on tasks that contribute most to the success of your business.

SCENARIO 3: You have multiple assignments due on the same day and you're feeling overwhelmed by the workload. Each assignment requires a significant amount of time and attention to detail. How do you ensure each assignment gets done and is on-time?

Create a plan to divide your time efficiently among the different assignments ensuring each one receives adequate attention and is completed by the deadline.

SCENARIO 4: You have personal goals or hobbies that you want to pursue outside of work or school, such as exercising regularly, learning a new skill, or spending time with family and friends. However, you struggle to find time for these activities amidst your busy schedule. What are some things you can do to find time?

Identify time-wasting activities or inefficiencies in your daily routine and create a schedule that allows you to prioritize and dedicate time to your personal goals.

WRAP-UP: (15 min)

ASK for volunteers to talk about time management challenges. Ask the group to help brainstorm solutions.

TIME MANAGEMENT WORKSHEET

FILL IN all your groups	FILL IN appointments	FILL IN homework time
FILL IN hours you work	FILL IN meals	FILL IN chore time
FILL IN time to get ready	FILL IN breaks	FILL IN free time
FILL IN travel time	FILL IN study time	

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:00							
6:30							
7:00							
7:30							
8:00							
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11:30							
12:00							

TIME MANAGEMENT TIPS

- Make a to-do list.
- Move the most important activities to the top.
- Leave extra time in between activities.
- Learn to say no.
- Prepare in advance for tasks.
- Commit that arriving late is not ok.
- Don't over-schedule activities.
- Make a schedule.

Capstone

A capstone project is a culminating experience designed to allow youth to demonstrate the knowledge and skills they acquired throughout their program experience. It is a way for youth to demonstrate their mastery, highlighting the connection of their learning to the real-world. There are a few activities that you can do with your program youth to showcase everything they have learned during their C2L experience.

NETWORKING EVENT: (60 min)

Host a networking event for your youth and other staff at your site. Consider inviting supervisors from interested worksites. This will be a great opportunity for youth to dress business casual and practice their elevator pitch with other adults. No special set up is needed, this can be done in any space big enough for the crowd.

PREPARATION: Inform the youth that there will be a networking event with other staff from the organization. Encourage them to dress in business casual attire; slacks, skirts, sweaters, button-up shirts, blouses, and shoes. Remind them to practice their elevator pitches and research the organization. Tell youth to review the Interview Tips and Questions handouts and Etiquette & Social Skills Tips. Let youth know that if there is someone they really connect with to get their business card and send them a thank you note after the event.

Staff should be prepared to listen to and provide feedback on elevator pitches. Encourage them to bring business cards in the event youth ask for them. Staff should be prepared to ask questions of the youth including questions about themselves, the organization, and their goals and future aspirations.

MATERIALS: Nametags and markers. Networking Feedback Form for staff.

NETWORKING FEEDBACK FORM

Name of youth: _____

Your name: _____

Description	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The youth was dressed appropriately					
The youth had a firm handshake					
The youth asked you appropriate questions					
The youth was able to answer your questions					
The elevator pitch was well prepared					

Additional Comments: _____

SPEED NETWORKING: (60 min)

Speed networking is a more structured form of networking. Ideally, a table and two chairs will be provided for each youth/staff pair. If you do not have enough staff to do 1:1 with the youth you can pair 2-3 youth with 1 staff. Each rotation should be 5 minutes. Consider inviting supervisors from interested worksites.

PREPARATION: Inform the youth that there will be a networking event with other staff from the organization. Encourage them to dress in business casual attire; slacks, skirts, sweaters, button-up shirts, blouses, and shoes. Remind them to practice their elevator pitches and research the organizations that will be present, if any. Tell youth to review the Interview Tips and Questions handouts and Etiquette & Social Skills Tips.

Volunteers will be evaluating the interaction with youth. Encourage them to bring business cards in the event youth ask for them. Volunteers should be prepared to ask questions of the youth including questions about themselves, the organization and their goals and future aspirations.

MATERIALS: Nametags and markers. Networking Feedback Form for staff

MOCK INTERVIEWS: (60-120 min)

Set the stage for the activity ahead of time by telling the youth they will be doing mock interviews. Encourage them to dress in their interview attire. They will be called to do their interviews or will work on refining their resumes and preparing for their interviews.

The facilitator (and adult assistants if possible) interviews each participant. Consider inviting potential worksite supervisors to assist. All youth must bring their resume. If possible, interviews may be videotaped so that youth can see and hear how they look and sound and critique themselves. If interviews will be videotaped, make sure to get parental consent ahead of time.

Youth are critiqued using the Mock Interview Checklist. The facilitator and assistants will simulate an actual interview and will give feedback. They can use the handout Interview Questions You Might Be Asked to ask questions.

Set up workstations for adult volunteers to oversee; mock interviewing, how-to research online, and filling out applications. Youth who are not being interviewed at the time can continue preparatory work at these stations or refine their resumes and cover letters.

ACTIVITY WRAP-UP (15 minutes)

Distribute the completed Mock Interview Checklist to each youth. Allow them 5 minutes to study their results. After 5 minutes, transition to a group discussion.

- Who wants to share? How did you do?
- What was the hardest part?
- Does anyone have ideas on how to lessen nervousness?
- What was the most difficult question to answer?
- What did you do best?
- What would you do differently?

MOCK INTERVIEW CHECKLIST

CHECK BELOW IF CANDIDATE	
	Dressed professionally.
	Gave a firm handshake.
	Maintained eye contact.
	Spoke clearly.
	Maintained good posture.
	Answered questions clearly.
	Brought interview-ready resume.
	Asked good questions.
	Listened.
	Thanked the interviewer.

ADDITIONAL COMMENTS: _____

A DAY IN THE LIFE: (60 min)

This activity will bring together the Cover Letter, Career Assessment, Effective Job Search, and Financial Literacy sections and some future planning. Youth will need access to the internet to complete this activity.

Have youth recall their results from the O*NET Interest Profiler. Ask them to select one occupation and zone to focus on.

Have them search online for an open job that fits their occupation. Encourage them to look for jobs that actually look interesting and something they would consider applying to in the future. Tell youth to write a cover letter for the position. This will require them to do some additional research on the company online. Youth should take note of the salary if that is listed as it will be needed later on.

If the salary is not listed on the job description, they will be able to go on O*NET to see an approximate salary. On the O*NET website, oneline.org, youth will be able to find more information about their selected occupation including technology skills, experience requirements, and salary. Encourage them to review all the information. Under the Wages & Employment Trends section they will find the hourly and annual salary for their respective career. Tell them to select Pennsylvania in the State Wages tab and select Go.

Workforce Characteristics

Wages & Employment Trends

Median wage data for **Biological Scientists, All Other**.

Employment data for **Biological Scientists, All Other**.

Industry data for **Biological Scientists, All Other**.

Median wages (2022) \$41.97 hourly, \$87,300 annual

State wages Pennsylvania

Local wages ZIP Code

Employment (2022) 60,400 employees

Projected growth (2022-2032) Average (2% to 4%)

Projected job openings (2022-2032) 4,700

State trends Select a State

Top industries (2022) [Government](#)
[Professional, Scientific, and Technical Services](#)

Source: Bureau of Labor Statistics [2022 wage data](#) and [2022-2032 employment projections](#). "Projected growth" represents the estimate projections period (2022-2032). "Projected job openings" represent openings due to growth and replacement.

The Pennsylvania Wages page shows the average wage for the United States and Pennsylvania. If they scroll down to Full Details, there will be a table that shows the annual salaries for various cities including Philadelphia. Have them write down the Annual Median salary for Philadelphia. They will need this for the Financial Literacy part of this activity.

Full Details

Save Table: [XLSX](#) [CSV](#)

Location	Annual Low (10%)	Annual Q _L (25%)	Annual Median (50%)	Annual Q _U (75%)	Annual High (90%)
United States	\$50,730	\$63,920	\$87,300	\$114,670	\$155,570
Pennsylvania	\$48,880	\$59,910	\$81,840	\$106,930	\$133,710
Allentown-Bethlehem-Easton, PA-NJ	\$43,520	\$49,370	\$58,060	\$73,440	\$91,770
Harrisburg-Carlisle, PA	\$55,520	\$66,030	\$68,690	\$89,660	\$104,670
Lancaster, PA	\$44,950	\$59,820	\$76,060	\$82,840	\$99,850
New York-Newark-Jersey City, NY-NJ-PA	\$64,320	\$84,600	\$103,240	\$132,590	\$168,660
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	\$50,880	\$63,770	\$93,820	\$133,310	\$136,300
Pittsburgh, PA	\$46,870	\$60,180	\$75,040	\$90,880	\$100,050

Now that there is a job with an associated salary, it's time to develop a monthly budget.

Tell youth to enter the job salary in the tax calculator, www.mypaycalculator.net or <https://smartasset.com/taxes/pennsylvania-paycheck-calculator>, to determine their actual monthly take home pay. Tell them to write this number down.

SCENARIO: Tell youth they just started a new job and will be moving into a new apartment on their own. They will be responsible for all of their bills now and need to come up with a budget. They have a busy week ahead. In addition to working, they have to look at apartments and secure one and there are a few appointments.

Tell youth they will have to do some research on their own to come up with some of the numbers. If there is something they do not intend on getting, like cable, they can enter \$0. If there are other bills they will be responsible for they can enter them into the blank spaces.

Note that this does not take into account workplace benefits or semi-annual expenses like doctors visits.

BUDGET PLANNING HANDOUT

1. Look for an apartment at www.apartments.com
2. Decide whether you will save to get a car and use public transportation or just take public transportation (www.septa.org)
3. Will you get cable?
4. Will you have streaming services (ex. Netflix, Hulu, etc)?
5. Where will you get internet from? Is it a package deal or just internet? How much will that cost?
6. If you are not already, you will be responsible for your own cell phone. Who will your provider be? How much will that cost?
7. How much do you plan to cook? Will you get a weekly meal service?
8. How much do you plan to eat out?
9. What types of fun activities do you want to do?
10. How much per month will you spend on shopping for clothes, electronics, video games, etc?
11. How often and how much will you spend on grooming, hair salon, barber shop, nail salon, etc?
12. Miscellaneous: Do you have regular monthly medical expenses? Do you plan on getting a gym membership or any other monthly membership?

Monthly budget \$ _____

Description	Budget	Actual
Rent		
Renters Insurance	\$25	
Public Transportation		
Electricity	\$50	
Gas	\$25	
Cable		
Streaming Services		
Internet		
Cell Phone		
Groceries		
Eating Out		
Recreation		
Shopping		
Savings		
Grooming		
TOTAL		

TIME MANAGEMENT HANDOUT

Fill in the calendar below based on the information presented.

1. You work Monday - Friday from 8am until 5pm. You get 1 hour for lunch each day.
2. It currently takes you 45 minutes to travel between home and work.
3. See 4 apartments Monday and Tuesday. Set aside 1 hour for each apartment.
4. You decide which apartment you want on Wednesday. They tell you they need a money order to them before Friday 5pm to secure the apartment.
 - a. You have to go to the first bank to deposit cash into your checking account before going to the post office. There is a bank 5 minutes from your job and another one 10 minutes from your house. The bank closes at 5pm each night.
 - b. After you have deposited money you have to go to the post office for a money order by Friday. The closest post office is midway between your house and job, about 20 minutes either way. The post office closes at 4:30pm each night.
 - c. You have to take the money order to the rental office before Friday at 5pm. The rental office is 15 minutes from your job and 30 minutes from your house.
5. You have a dentist appointment Wednesday at 4:30pm. It is 30 minutes away from your job and 20 minutes away from your house. It usually takes about 1 hour.
6. Thursday after work you have planned to go out to dinner with a group of friends. They want to meet at 6pm. You also told your neighbor you would stop by on Thursday before 9pm to help them move their couch. You live 15 minutes away from the restaurant.
7. You are in a sports recreation league that meets Monday, Wednesday, and Friday from 7pm - 8:30pm. It is 20 minutes from your house.
8. Friday after work a few friends want to go to the movies at 8pm, which will cost you about \$25 (snacks included). Another group of friends wants to go to Baltimore for the weekend leaving at 6pm. The trip will cost you about \$500 which includes gas and tolls, hotel, and food. After paying for your apartment deposit and all of your monthly bills, you have \$700 left in your bank account for the next 2 weeks. What do you do?
9. Don't forget to include time for daily grooming (shower, getting dressed, etc), eating, sleeping, travel, and any other daily habits you may have including things like working out, cooking, and watching tv.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00					
6:30					
7:00					
7:30					
8:00					
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11:00					
11:30					
12:00					

DEBRIEF (15 min)

This activity was designed to hopefully give you a bit of an idea of what life as a professional may look like. You have to find a job, find a place to live, prioritize your responsibilities, and make decisions based on finances.

What were your first impressions of this activity? What was fun? What was challenging? What did you learn?

Does the estimated salary have any impact on your career choice? Why or why not?

During the time management activity, who selected the movies? Who selected the trip to Baltimore? Why? What was your rationale financially?