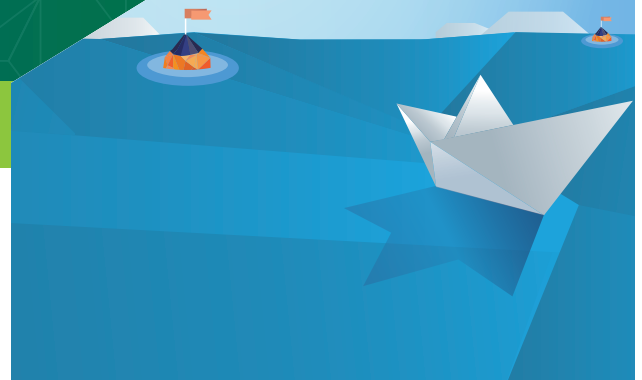


LEARNING EXPERIENCE OVERVIEW

JA It's My Future[®] 2.0

■ Work and Career Readiness

JA It's My Future offers middle school students practical information to help prepare them for the working world. Students will assess their own strengths and interests and develop job-hunting skills needed to earn a job. Upon completing the learning experience, students will be able to research potential careers, create a basic resume, recognize appropriate behavior for a job interview, and identify soft skills they possess and those they want to improve. The learning experience consists of six 45-minute sessions led by a volunteer. Civic connections have been woven throughout each of the six sessions.



CURRICULUM OUTLINE

| Session | Overview | Objectives | Activities |
|--------------------------------|--|--|--|
| Session One: My Purpose | Students are introduced to the world of work and consider their potential purpose within it. Students identify their strengths, explore civic virtues, and examine how these intersect to benefit their community. | Identify how their personal strengths and interests intersect with the needs in their communities. Explain how civic virtues can contribute to their purpose. | Warm-Up: Identify the groups and communities to which they belong. Activity: Examine personal strengths, and explore civic virtues through a matching game. Watch a video about social entrepreneur, Jasmine Crowe, and the company Goodr. Complete the My Purpose Diagram. Wrap-Up: Review the session's concepts and key terms. |

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JA It's My Future 2.0

CURRICULUM OUTLINE

| Session | Overview | Objectives | Activities |
|---|---|--|---|
| Session Two: Career Paths and Clusters | Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They share job information with other members of the class and discuss the importance of all jobs within a community. | Identify jobs in specific career clusters to explore further. Recognize the interconnectivity and value of all types of jobs toward the common good in a community. | Warm-Up: Define key terms and learn about the 16 career clusters. Activity: Take the Career Clusters Interests Survey (on paper or online) and explore the results. Share with their peers in a Walk and Talk exercise. Wrap-up: Review the session's concepts and key terms. |
| Session Three: Bright Outlook Careers | Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth fields. | Identify specific careers that are forecast to have high growth rates. Examine a variety of factors when selecting a career, in order to be well informed. | Warm-Up: Define key terms. Play a sorting game in which students examine careers and sort them into two categories: growing or declining. Activity: Play the Career Matchup game in which students learn about careers, education requirements, and job growth potential. Wrap-up: Review the session's concepts and key terms. |
| Session Four: Career Mapping | Students see how early experiences can build transferable skills that contribute to future job success. They look at the lives of celebrities and their paths to success. Students example a sample career map and create their own. | Identify transferable skills they need for a specific career goal. Plan significant milestones they need to reach to prepare for a particular job. | Warm-Up: Play Who Am I? to guess a celebrity and the experiences he or she had on the way to his or her career destination. Discuss the celebrities in the game to identify the skills and experiences that helped shape each celebrity's future career. Activity: Examine a sample career map. Complete the personal career map and share it with the class. Wrap-Up: Review the session's concepts and key terms. |

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JA It's My Future 2.0

CURRICULUM OUTLINE

| Session | Overview | Objectives | Activities |
|--------------------------------------|---|--|---|
| Session Five: On the Hunt | Students are introduced to looking, applying, and interviewing for a job. They play a game to identify two truths and a myth about the job search process. They learn interview skills, how to create a resume, and the importance of volunteering when preparing for the world of work. | Recognize basic job-hunting techniques, including looking for a job, constructing a resume, interviewing, and listing references. Recognize the importance of personal presentation and making a good impression, on paper and in person. | Warm-Up: Learn about the job-hunting process and define key terms. Play Two Truths and a Myth to underscore facts about job hunting. Activity: Learn about the different sections of a resume and explore a model resume. Learn interviewing tips and watch and discuss a video that focuses on interviewing do's and don'ts. Wrap-Up: Review the session's concepts and key terms. |
| Session Six: Soft Skills | Students learn why soft skills are essential to getting and keeping a job. Students complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. They role-play a community meeting to practice soft skills, deliberation, and civic virtues. | Identify specific soft skills they already possess and those they need to improve. Apply soft skills and civil discourse when deliberating in school, workplace, and community settings. | Warm-Up: Watch a video about the soft skill professionalism and discuss as a class. Define key terms. Activity: Complete the Soft Skills Self-Evaluation. In groups, students role-play a community meeting to practice soft skills, civil discourse, and deliberation. Wrap-Up: Review the program's concepts and key terms. |

Need additional resources? Visit <https://connect.ja.org/>, JA Connect Resource Guide <https://data.ja.org/s/eBUAAA>, and <https://career.ja.org/>