

Houston Hire Youth Badge Outline

Badge	Time	Associate
Badge 1 - <i>Discover Your Interests – This or That using Labor Market Information</i>	30 minutes	Richard
Badge 1 - <i>JA: What Employers Expect</i>	45 minutes	
Badge 2 - <i>JA: You Don't Get A Second Chance to Make a First Impression</i>	30 minutes	
Badge 2 - <i>Tell My Story</i>	30 minutes	Richard
Badge 3 - <i>30 Seconds</i>	25 minutes	Kristin/Josie/Carolyn/Regina
Badge 3 - <i>JA: Social Media-Best Friend or Worst Enemy?</i>	25 minutes	
Badge 4 - <i>The Good, The Bad, and the Ugly (of Applications)</i>	20 minutes	Carolyn/Kristin
Badge 4 - <i>Speed Interviewing</i>	40 minutes	Josie and Regina

Lesson Title:

This / That – High Skill High Growth

Learning Outcomes:

Participants will identify personal preferences and see how it impacts their job search as it relates to the Labor Market Information in the HSHG pamphlet

Resources Needed:

WIGU Career Lessons/HSHG WIGU pamphlet
Clear room

Instructional Direction:

1. Have students move to the middle of the room.
2. Instruct students to do the following:
 - a. If you prefer dogs as pets go to the left side of the room; if you prefer cats as pets go to the right side
 - b. If you prefer McDonald's go to the left; if you prefer Whataburger go to the right
 - c. If you like building things with your hands go to the left; if you prefer interacting with people go to the right
 - d. If you would like to travel as part of your job go to the left; if you would prefer not to travel as part of your job go to the right
 - e. If the most important thing to you in a career is how much money you make, go to the left; if it is more important that you enjoy what you do, go to the right
 - f. If the most important thing to you is getting a good paying job quickly after high school, go to the left; if it is more important to you that you get more education, go to the right
1. Distribute HSHG booklet and refer to 'Hard Facts'
 - a. If you prefer to be a teacher go to the left; if you prefer to be a fashion designer go to the right –after the movement has stopped ask the students about the number of job openings in each field, education requirements and the median wage
2. Refer students to 'High Skill High Growth jobs - Health Services'
 - a. If you prefer to be Registered Nurse go to the left; if you prefer to be a Medical records Technician go to the right

Debrief by explaining to students that knowing what they do and don't like is important when discovering their careers

Extensions / Modifications:

After the first or second easy scenario, ask the group for quick one word responses for their choice. Perhaps a personal experience was involved, or a family member helped to guide their choice

Ask the same after one of the more job search related scenarios. Are the responses similar? Does the response depend on the type of job sought? Are the responses more related to labor market information?

WHAT EMPLOYERS EXPECT

Overview

The students are introduced to their volunteer “Personal Success Consultant.” They practice teamwork by identifying factors they consider to be important to prospective employers and by learning traits that employers desire in new hires.



Objectives

Students will be able to:

Skills:

- ⇒ Demonstrate collaboration with team members working on a creative challenge

Knowledge:

- ⇒ Identify factors to consider in determining the culture of a business
- ⇒ Articulate employer expectations for new hires

Materials:

- ⇒ A class roster for the volunteer
- ⇒ Box of paper clips
- ⇒ Student Workbooks

Presentation

INTRODUCTION

Greet the students. Tell them your name, where you work, where you went to school, and why you have volunteered to work with them. Ask for a show of hands of students in the class who are currently employed. Ask them where they work and how they got their jobs. As a volunteer you may want to make notes on the class roster to help you remember what the students have shared.

Note what you would like to share about your background:



WHAT EMPLOYERS EXPECT

ACTIVITY 1



Teamwork - Uses for a Paper Clip While you are distributing the Student Workbooks, tell the students that you are going to do an exercise that will show them the importance of teamwork. Ask each student to open their Student Workbooks to page 2 and to take out something with which to write. While they are doing this, give each one a paper clip. Tell the students that when you say “go”, and not until you say “go,” you want them to list as many uses for the paper clip as they can think of in three minutes. Give them an example. (If you can’t think of one, open one up and use it to scratch your back.) After the three minutes ask for a show of hands: How many had five ideas? How many had 10, 11, or 12? Determine the highest number and write it on the board.

Now, have the students divide into groups of three. (Before class begins, ask the teacher if this class of students can self-select groups or if the teacher prefers to assign groups.) Tell them the goal is for their group to come up with the most ideas in three minutes and tell them to “go.” Walk around and observe the different ways the groups are solving the challenge and answer any questions. At the end of three minutes determine the number of uses each group had for the paperclip.

Explain to the students that groups solve problems better than individuals with one important condition: “Each individual in the group thinks about the problem independently before the group begins work on the problem.” Ask them to work hard to practice this principle as they do group work in this class.

If you observed any groups which were either highly performing or struggling, ask the group what process they were using so the class can understand what led to success. For example, some groups will forget the task and start talking about the merits of the ideas. Others will focus solely on the task, will consolidate ideas and focus on generating new ideas.

ACTIVITY 2



Corporate Cultures - What Students Value in Employers

Explain to students that companies have different cultures. Ask them, even if they don’t like fast food, to identify the fast food restaurant they most prefer. Ask them which they least like. Now, what are the differences between the two? Some responses might be “good or bad food,” “good or bad service,” or “clean or dirty.” Explain that these characteristics reflect the culture of the company. For example, part of the Chick-Fil-A culture is that employees say “my pleasure” when customers thank them. An important aspect of this company’s culture is that customers feel that the employee enjoyed serving them.

Now ask the students to divide into their work groups to practice what they learned in the teamwork activity and make a list of five characteristics they seek in an employer. What is most important to them? Give an example to get them started like “flexible work hours.” Give the groups 3-5 minutes to come up with the key characteristics they value. Walk around and make sure each group is on task. Ask for the results and list them on the board.

WHAT EMPLOYERS EXPECT

ACTIVITY 3

What Employers Value in Employees

Ask the students to repeat this same activity, but tell them now you want them to identify the five traits they think that employers look for in hiring high school students for entry-level jobs. Give an example like “coming to work on time.” Give the groups a few minutes to develop their list, ask for the results and list them on the board.



Tell the students that we asked employers the same question. Let’s see how the students did. Compare the employer list to the students’ list and identify the top 5 most valued traits listed by both.

Make sure that students record this list in their Student Workbooks.

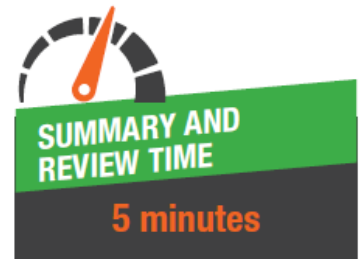
TOP 10 CHARACTERISTICS AND SKILLS WANTED BY EMPLOYERS IN NEW HIRES

1. **Solid Work Ethics:** understand the value of work, understand the requirements of the job, and be self-motivated.
2. **Dependable:** one who will be at work every day, on time and ready to work.
3. **Positive/Enthusiastic Attitude:** be enthusiastic about the work, the employer, and fellow employees.
4. **Team Player:** ability to work well with all customers and co-workers toward a common goal. Respect diversity.
5. **Problem Solving/Thinking Skills:** be creative and resourceful.
6. **Integrity/Honesty:** follow the workplace policies, be loyal, and make ethical decisions.
7. **Good Communication Skills:** both written and verbal. Be able to listen to instructions and express ideas.
8. **Good Personal Appearance:** presentable in grooming habits, dress, and mannerisms.
9. **Appreciate Organization Principles:** customer service, change of command, mission and goals.
10. **Demonstrate Competencies:** in reading, writing, math, and basic computer software programs.

WHAT EMPLOYERS EXPECT

SUMMARY AND REVIEW

Thank the students for their attention today and compliment them on the work they did. Remind them that employers have very specific expectations of how their employees should function in the workplace. The **Top Ten Characteristics and Skills Wanted by Employers in New Hires** are non-negotiable in many cases; in other words if you won't play by the employers' rules, the employer might not want to continue employing you. The important thing to remember is that, with a good attitude and motivation, you can improve these skills.



Tell them that during the remaining sessions of JA Personal Success, you are looking forward to helping each of them develop the skills necessary to compete for high-paying jobs in the market place.

If technology is available, show this YouTube video to reinforce this session's content:

“The Entitlement Creed”

URL: <https://www.youtube.com/watch?v=8cPuH8jg5nQ>

EXTENDED LEARNING OPPORTUNITY

Company Research

Students need to know that once they have established and scheduled their first face-to-face interview, it's critical to have significant knowledge about a company so they can make a good impression on the potential employer. Refer the students to the Company Research Extended Learning Opportunity in their workbooks. Ask them to use this guide to research a company.

***Note:** The students need Internet access to successfully complete this activity.*

NOTE: The first four sessions of this program include an Extended Learning Opportunity. These optional activities can be used as needed.

The volunteer may choose to do the activity if a class period is longer than the standard 45 minutes, or the teacher may use them as a supplemental lesson to reinforce course content.

YOU DON'T GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION

Overview

Students learn the steps of the hiring process, the importance of preparing their “Personal Brand” and begin to assemble their brand components. Students will learn how to shake hands and introduce themselves in a business environment.

Objectives

Students will be able to introduce themselves, present a professional appearance, and understand the importance of references.

Skills:

- ⇒ Introduce themselves in a business environment
- ⇒ Secure two references

Knowledge:

- ⇒ Identify the steps in the hiring process

Materials

- ⇒ Student Workbooks

Presentation

INTRODUCTION

Greet the students and refer them to the **Top 10 Characteristics and Skills Wanted by Employers in New Hires**.

Give the students five minutes to complete the **Warm-Up Activity** in their workbooks. Emphasize the need to provide two specific examples which demonstrate the trait. Before they start, ask them to tell you some examples that demonstrate dependability.



RECOMMENDED TIME

This session typically takes **45 minutes** to complete. Ask the teacher to help you keep track of time.



INTRODUCTION TIME

5 minutes

YOU DON'T GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION

ACTIVITY 1

Shaking Hands

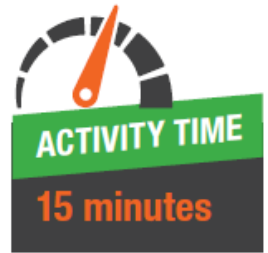
Ask students how people in business greet each other. Explain that, yes, while business people use handshakes, there is an expectation that a handshake be done properly.

If technology is available, show this YouTube video:

“10 Ways Not To Handshake Video”

URL: <https://www.youtube.com/watch?v=1HWATTWy1Dw>

Call a student up and demonstrate the six ways not to shake hands here. If you are more comfortable simply describing how not to shake hands, you may do that. Note: Students tend to enjoy and engage in seeing a peer at the front of the room trying out various handshakes!



HANDSHAKE MISTAKES

The Sweaty Slip: Some people have a natural tendency to get sweaty hands and many get them when they are nervous; that's just normal. It can make shaking hands tricky in stressful situations such as job interviews. However, there is no excuse for a wet handshake. Simply dry sweaty hands on your clothing before shaking someone's hand.

The Limp Fish: This handshake variation consists of a weak handhold, coupled with shaking from your wrist. The messages you could be sending to the other person include, "I am not confident" or "I am a push-over."

The Pinch: A quick finger pinch does not equal an adequate handshake. This is maybe something the Queen of England does, but has no place in real life. Again, this half-hearted handshake could send the messages "I am not concerned about shaking your hand properly" or "I don't think you deserve a proper handshake."

The Hand-Holder: This uncomfortable greeting consists of a person shaking your hand, but keeps holding on and on and on--he or she is actually holding hands with you rather than shaking hands! After anything more than three shakes most people's natural instincts tell them to pull their hands back. Any more shakes and they think, "Let go! Why are we holding hands now?" and they forget about what you are saying.

The Avoider: When people do not make eye contact while shaking your hand or if they pull their hand away too quickly, they are performing The Avoider handshake. This again signals that they are either under-confident, very shy, or they do not really want to meet or shake the hand of the other person.

The Crushing Gripper: This variation occurs when someone shakes your hand and it feels like they are crushing your bones. A handshake that is too firm will make anyone feel uncomfortable. It makes you think, "Is the person trying to hurt me on purpose?" and often triggers a natural instinct to run away.

All of these handshake mistakes lead the recipient to believe that the person shaking hands may be lacking basic social skills, emotional intelligence and/or self-awareness.

YOU DON'T GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION

Invite a student to stand up and shake your hand. Explain that a proper handshake consists of:

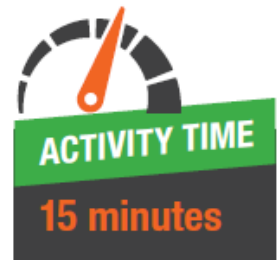


Have the students stand up and practice shaking hands with each other. While they are doing this ask the teacher to circulate around the room with you and make sure that one of you shakes each student's hand and then provide them feedback about their handshake. Shake several times if necessary until each student gets it right.

Remind the students that: "You don't get a second chance to make a first impression."

The Hiring Process

Have the students take their seats and ask them: "What is the employer's overall goal when hiring?" Everyone wins when the employer hires the candidate most likely to succeed in being a great employee.



Ask the students to divide into their workgroups and turn to **The Hiring Process Activity** in their workbooks. For each of the hiring scenarios below, ask them to list the hiring steps that an employer is likely to use. Give them three minutes to complete their lists,

- 1) Fast Food Counter Worker
- 2) Vice President of Finance for a large corporation
- 3) Customer Service Representative for a phone company
- 4) Nursing Assistant for a nursing home

When they have finished, ask each group to explain their lists. There is no exact right or wrong, but the general idea is that there are different and more thorough hiring processes for jobs that provide higher pay, require more training or have a high consequence of error. Praise them for working on this. Allow them to share personal experiences that might either support their choices or even challenge them (for hiring processes can vary dramatically from company to company). The important thing is that they are aware that an employer may require any of these processes.

ACTIVITY 2

YOU DON'T GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION

SUMMARY AND REVIEW / HOMEWORK

Summarize for the students what we have learned in the first two sessions:

- ⇒ What traits employers seek in entry-level hires
- ⇒ The process employers use to screen applicants
- ⇒ How to introduce ourselves with a handshake

Looking ahead in the next three sessions, we are going to focus on perfecting each student's employability skills. Their assignment between now and the next time you meet is to secure two personal references who are not family members or friends. A personal reference, also known as a character reference, is a reference provided by an individual who knows you and can vouch for your character and abilities. Ask the students who would make a good reference. Good possibilities are teachers, coaches, club advisors, employers, youth group workers, and neighbors.

What do you have to do to get someone to serve as a reference?

- ⇒ Ask if the person would feel comfortable serving as a reference
- ⇒ Get contact information

As homework, ask the students to fill out information for two references, referring them to their **References Worksheet in their Student Workbooks**. Ask the teacher to collect the homework in the workbooks before the next session.



Let the students know that you are looking forward to returning to give them more inside information about how to successfully enter the working world.

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EXTENDED LEARNING OPPORTUNITY

How to Make Introductions

A great follow up to the Shaking Hands Activity is this extended learning opportunity that focuses on how to make introductions. Students love this exercise, and you can make it as fun or serious as you like. You may choose one of two program delivery options to help students learn how to make introductions:

1) If technology is available, show this YouTube Video:

“How to Make Introductions Video”

<https://www.youtube.com/watch?v=NswP039aU30>

2) OR, if technology is not available, cover these guidelines:

YOU DON'T GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION

HOW TO MAKE INTRODUCTIONS:

- ➡ Look at the person you are speaking to first, then turn to the other person as you complete the introduction.
- ➡ Speak clearly. Mumbling defeats the purpose of the introduction.
- ➡ Use courteous language. "I'd like to introduce...", "May I introduce...", "I'd like you to meet..." are all good options. "May I present..." is the formal version.
- ➡ Start a conversation. Try to find some topic the two people have in common: "Sam, I think you and Jason both like working on cars. How did you start doing this?"
- ➡ When introducing people who aren't in the same age, social or business standing, speak to the person you wish to honor first. For example, if you'd like to introduce your college roommate to your grandmother, turn to your grandmother and say, "Grandma, I'd like you to meet my roommate, Susie Foster." Then turn to Susie and say, "Susie, this is my grandmother, Mrs. Duran."
- ➡ When introducing a female to a male, speak first to the female.

Making Introductions

For the activity, invite three students, a mix of boys and girls to the front of the room and practice making introductions:

- ⇒ Student to student, same sex to same sex
- ⇒ Student to student, opposite sexes
- ⇒ You to a Student
- ⇒ A CEO to a new employee
- ⇒ Your mother to a classmate
- ⇒ A child to an adult

Make sure they include some information so the people being introduced to each other can start a conversation. Make sure they include some information so the people being introduced to each other can start a conversation. Ask students to give examples of when making introductions are or will be important to them.

Lesson Title:

Tell Your Story

Time: Approximately 20 – 25 minutes

Learning Outcomes:

Participants share their story selecting words that will direct audience perception.

Resources Needed:

Writing Utensils

Timer

Workforce Solutions Workbook (optional)

Large sticky notes or white board

Markers

Instructional Direction:

Tell the participants they are going to hear two stories. Ask them to close their eyes and listen to the first one. Read slowly.

1) Read sample script below:

I'm 18 years old and recently graduated from W.B. Saul High School. I was told I have one month to get a job or I will have to move out. I am trying to figure out what to do now that I have to take care of everything on my own. I haven't worked in a real job, just helping my aunt out with her sewing company. I have no desire to continue my education at this time. My support system is just my aunt, but she has no room for me as she has her own large family. I'm just not sure... how, I am going to survive.

2) Ask participants their perception of this person.

3) Repeat steps one and two for the script below. Ask the class to close their eyes and listen.

I am a recent graduate of W.B. Saul High School. I studied Information Technology and was number one in my class. I plan on continuing my education in the future. I am looking for an entry level position with a clothing manufacturing company.

My skills include:

- Tacking buttons on shirts
- Monitoring machine operations and tool usage
- Maintaining inventory and daily records of material used and produced

I have found community resources to strengthen my support system as I make progress toward my goals.

4) Ask participants for their perception of this person.

5) Explain that these scripts are for the same person.

Discuss how word choices can completely change the way an audience perceives you.

6) On a large sticky note or white board, make two columns; write the words "Hopeless" on the left side and "Empowered" on the right side. Ask the class for words they would use to describe themselves if

they felt hopeless. Record the words shared by the class on the left side of the page. Next, ask for words that are empowering and would describe someone who felt empowered to reach for their goals. Write the empowering words on the right side of the board. These lists will help the class when they write their own stories.

7) Ask the class if they have ever assisted with babysitting, landscape work, or plumbing repair? Pick two or three volunteers to describe what they did. For example, the babysitter will describe his/her duties. The facilitator then will present the PowerPoint slide on Babysitting skills, Plumber Helper skills, Button Sewing Machine Operator and Landscape Work skills where applicable.

Students write their own story.

7) Give participants two minutes to write their 30 second story as “Hopeless”

a. Ask for volunteers to share

8) Give participants three minutes to revise their 30 second story to be “Empowered”

a. Ask for volunteers to share

9) Stress the importance of being aware of your word choices every time you interact with others.

Extensions / Modifications:

1) Have participants pair into groups and share their hopeless stories and ask the other participants for ideas on ways to turn it into an empowered statement.

Accommodations:

For visual impairments, participant can share their stories verbally and a partner, or the facilitator, can offer to write the story for future reference..

For Auditory impairments, have stories written on power point slides for visual reference.

Words to Consider:

Perception

Empowering

Lesson Title:

"Tell Me About Yourself"/ 30 Second Commercial

Time: 15 – 20 minutes

Learning Outcomes:

Students -Participants will create and share a 30 Second Commercial

Resources Needed:

Scenarios

Copies of the Job Description/

Use student version of Tell Me About Yourself Handout- 30 Second Commercial outline

Timer

Instructional Directions:

1. Ask for four volunteers, (ask them to step outside of the classroom for a moment), pull chairs to the front of the room facing the classroom.
2. Explain to the rest of the class they will need to think like an employer and you will hand them a job description of a respiratory therapist. (Ask them not to write on the job description)
3. Read the job description to the class. While they are reviewing the job description, join the volunteers in the hallway.
4. Give each volunteer an introduction to read (ask them not to share with anyone) and tell them they will enter the classroom one at a time.
5. When the first person enters the room, the instructor will ask the question, "Tell me about yourself."
6. Each volunteer will read their introduction and then will sit in one of the chairs at the front.

After all of the volunteers have spoken, ask the class the following questions:

1. Which candidate is unprepared?
2. Which applicant knew what the job is about?
3. Which applicant was friendly?
4. Who do you think is least likely to receive a job offer?
5. Which candidate was the best match for the job description?
6. Which applicant would you hire?
7. **Why does the employer ask this question? (allow for answers)**

Explain to the class that employers ask this question to learn more about the applicant. The application provides the required data, but the interview is the employer's opportunity to get to know you. Their job is to find the best candidate for the job. Applicants may offer too much personal information when asked this question. A job interview is not the time to talk about your friends or personal family business. The important thing is to share information that demonstrates why you are a good match for this job. Keep your answer brief and related to the job, and of course, keep it professional.

****Thank the volunteers for their help and ask that they return to their seats.**

Tell the class that they are going to prepare their own PROFESSIONAL 30 Second Commercial.

30 Second Commercial Basics

Instructional Directions:

1. The 30 second commercial consists of 4 to 5 sentences. Explain that a summary on a resume will not use personal pronouns such as “*I am or I have,*” whereas a 30 second commercial will. Your 30 second commercial needs to be job related and professional.
 2. When introducing yourself always start with a greeting.
 3. Start by shaking hands, a firm handshake is expected when introducing yourself, look the person in the eyes and smile while speaking.
 - a. **Introduce Yourself** – Good (morning, afternoon, or evening) my name is _____ and have 2 ½ years in construction business.
 - b. **Skills** – I have laid concrete and worked in new construction. I built frames and installed doors. I have roofing experience and I have laid shingles. I operate heavy equipment, drills, and nail guns. I have my own transportation, steel toed boots and safety equipment.
 - c. **Accomplishment** – Projects include Memorial Hermann hospital construction projects and some local restaurant and hotel buildings.
 - d. **Target** - (can be... Job Title, Company, industry) –I am looking for work in construction.
 4. In the workbook, participants will write down their own statements to the above four items.
 5. Give participants three minutes to write their own commercial
 - a. Have them share it with a neighbor and receive feedback
 6. Ask for volunteers to share in front of group
 - a. Offer constructive feedback to help participants improve
 7. **Extensions / Modifications:** *Use student version of Tell Me About Yourself for high school students, practice greeting, shaking hands and 30 second commercial for each volunteer.*
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1. **Accommodations:** “*Tell Me About Yourself*” handout may be Audio-Tagged for individuals with a visual impairment.
 2. For those who are hard of hearing, we will provide them with this lesson plan to follow along to.
 3. If notified ahead of time, we can have a Sign Language Translator for those who are hard of hearing or deaf.

Job Title:**CARPENTER – HOUSTON, TX****Pay: \$12-\$14/hr DOE****Shift: 1st- 7am - 4pm****Job Description:**

Do you like working with your hands? Our Southeast Houston, Texas office is looking for some candidates who are interested in a carpenter position. This position is 1st shift: 7am-4pm (or until work is complete). Offers some overtime and Saturday work.

Purpose for the position:

Perform skilled work involving carpentry under the direction of area supervisor and/or lead man in assigned department, Assembly, Framing, Trim Work and Door Assembly.

Essential job functions:

- Plays key role in department metrics including safety; cost; quality and delivery.
- Verifies conformance of finished goods.
- Maintains a clean and safe work environment.

Knowledge, skills and abilities:

- Ability to carry out not only simple but complex oral and written instructions.
- Basic math skills
- Ability to read and understand English sufficiently.
- Ability to operate hand tools including but not limited to drills; grinders; heat guns; rivet guns.
- High level of attentiveness and physical coordination to perform the work activities safely and productively.

Requirements:

- Must be able to pass a pre-employment background and drug screening.
- Must be able to stand for 8+ hours.
- Must be able to operate power tools and hand tools.

INTERVIEW QUESTIONS:

1. Tell me about yourself.
2. What experience do you have in this field?
3. What equipment have you worked with?

Volunteer “30 Second Commercial” Scenarios
(Cut this page into 3 sections)

Volunteer #1:

“What do you want to know?”

Can give only this type of answer, cannot give any information. You can say,

“Like what for instance?”

“What exactly are you looking for?”

“What job are you hiring for again?”

Volunteer #2:

Well, I was born and raised in the Houston, I mostly hang out with my friends and go to clubs on the weekends. I have the finest clothes and love music. I DJ on the weekends a lot and make a lot of money. I have had a couple of jobs but didn't like most of my bosses, but you know I did it. I got a family to feed and rent to pay, and my momma lives not too far from me. And she needs some help too.

I have been out of work for about six months now and I really need a job; I mean I'm not sure how I am going to pay my bills this month if you don't hire me. I'm truly willing to do just about anything if you will give me a chance.

Volunteer #3

My name is _____ have worked in construction about 2 ½ years, and I have laid concrete and worked in new construction. I built frames and installed doors, and I have roofing experience and laid shingles. I can operate heavy equipment, drills, and nail guns. I have my own transportation, steel toed boots and safety equipment.

At some of the sites, I learned from the Master Electrician. Projects include Memorial Hermann hospital construction projects and some local restaurant and hotel buildings. I am coachable, get along well with others, and am looking for work in construction.

30 SECOND COMMERCIAL

Hello, my name is _____.

I currently attend school at _____ and I am in _____(grade).

OR

I have ____ years of experience in _____. I would describe myself as _____ and _____. (2 descriptive words)

When I graduate from high school, I am interested in working as a _____ (name a field/profession).

MORE BROAD

Classes I take in high school that are related to my goals are:

- 1.
- 2.
- 3.

Some of my accomplishments include (academic, attendance, awards, teams, ROTC, or any other related to your career goal):

- 1.
- 2.

BE SPECIFIC

I have experience using this type of equipment (multi-line phone system, computers, spreadsheets, power tools, robotics, designing):

- 1.
- 2.
- 3.

What I really like about this type of work:

- 1.
- 2.

I'm looking for work as a _____.

SOCIAL MEDIA

BEST FRIEND OR WORST ENEMY?

Overview

Students learn the importance of treating your online personal brand with care. Knowing that what you post today can not only follow you for a lifetime, but things that seemed funny at the time can be totally misunderstood, taken out of context, or twisted to become a viral nightmare.

Objectives

- ⇒ Students will be analyze what their online profile looks like
- ⇒ Students will develop a strategy for creating and maintaining an professional online brand
- ⇒ Students will understand the need to proactively update their online profile with purpose

Skills:

- ⇒ Mine personal social media site and analyze the data
- ⇒ Organize information to create a cohesive picture
- ⇒ Self-regulate internet behavior

Knowledge:

- ⇒ Prospective schools and companies will be interested in your social media profile

Materials

- ⇒ Student Workbooks

Presentation

Explain to the students that we're going to learn about social media now. Share with the students that the opportunity for a post or a tweet to go viral grows every day. Some posts, taken out of context or misinterpreted have actually ruined people's lives. It can cost your job, your family and your self-respect. Share that there have been people who posted things they thought were funny and then had them picked up by someone else and then shared as something hateful, racist, insensitive, or derogatory. In many cases, something that was posted in the past will be found by potential schools or companies and will cost the applicant their opportunity to attend that school or get that job. While that sounds extreme, there are documented stories of this happening.

SOCIAL MEDIA

BEST FRIEND OR WORST ENEMY?

Activity

Students will have a chance to see how this works with their own information. Ask them to pull out a phone or handheld device and using their web browser, put their name in and search it. Have them write down the first five results they see in their Student Workbook. Ask the students if they were one of those first five results. If not, have them scroll until they see one of their social media sites.

Once see their link, have them follow the link and write down answers to the following questions in their workbook:

1. Is the link a positive one? Is it something that they would like a prospective school or employer to know about them?
2. What is not visible that you would want someone to know about you?
3. If you have a fairly common name, you may see several listings that may or may not be you. What can you do to bring your name up clearly when they search?
4. What skills, experience or capability do you have that you would want them to know and what keywords can you use to describe those?
5. List three things you might be able to put in a post to highlight that skill or ability?

Ask the students to share answers. Try to get at least one or two to each question and to include as many different students as possible.

Building your Professional Profile

Most professionals recommend that people should have a strong LinkedIn profile to help employers, potential customers, potential clients and others find you and learn how you can help them, because that's what most people are looking for is someone to help them. Our next step is to help you build your Professional Profile. First make sure you have a headshot of you that is clear, shows you dressed professionally and smiling. Next, in your workbook you will see a place to create your headline—put not just your name but something that describes what makes you special in just a few words. Then, create a summary of your 5-6 biggest achievements. You can use this to go online and update your current profile and create a new one if you are not on a professional social media page.

LinkedIn is considered a more professional resource than Facebook, Instagram or Snap Chat. Let the students know that even though it is considered more professional, companies will scour all social media sites so they should not have anything in any of their profiles that they could regret in the future.

Lesson 11: Speed Interviewing

Category: Job Search Skills

Employability Skills

- a) Interpersonal Communication
- b) Enthusiasm & Attitude
- c) Flexibility & Adaptability
- d) Professionalism
- e) Ability to Accept and Integrate Criticism and Feedback

Instructional Direction

Students should review methods for answering some common interview questions in the When I Grow Up Workbook (pp. 10–11). Also, you may have students review the most common interview questions, found at www.wrksolutions.com/interview.

Break students into groups of three. Explain that they are going to participate in a brief mock interview to help them practice answering some of the most commonly asked interview questions. Have them treat it as much like a real interview as possible. Assign roles to team members: Observer watches the interaction, rates the person being interviewed, and notes their observations on the Speed Interviewing worksheet; Interviewer asks the questions; Interviewee answers the questions.

- i) Variation for smaller sized groups: break participants into teams of two where the Interviewer simultaneously plays the role of the observer.

Set timer for three minutes and start the interview. Walk amongst the groups and listen to responses throughout the interview session. When three minutes have passed, stop the interview process and give groups one minute for the observer to offer feedback to Interviewee. Repeat this process until everyone in the group has had a chance to play each of the assigned roles.

Discuss lessons learned, your observations, and share individual observations that could help entire group.

Learning Outcome(s)

Students will be able to formulate proper responses to common interview questions.

Resources Needed

- 1. Timer
- 2. Speed Interviewing worksheet (Blackline Master 11a)
- 3. Writing utensils

Reference material — **Job Search Tips for Teens** as found on Workforce Solutions website and pp. 10–11 in the When I Grow Up Workbook.

Modification and Extensions

- Choose students to act out a mock interview in front of the class. Class then provides feedback.
- Groups of students use technology to record positive and negative examples of mock interviews. Allow class access to videos and have students write a paper on lessons learned from viewing the various examples.



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Name: _____

Speed Interviewing Evaluation

Circle the appropriate rating for each item

	Room for Improvement	Acceptable	Exceptional
Volume	speaker was quiet and hard to hear or too loud	speaker was easy to hear and understand	speaker was crystal clear, projected well, and had good tone, volume, and speed
Eye Contact	speaker did not make eye contact or was staring	speaker made eye contact with panel at least part of the time	speaker maintained eye contact with all panel members throughout their presentation
Body Language	speaker exhibited nervous habits	speaker had good posture and appeared open	speaker appeared friendly and confident
Content	speaker left out one or more of the critical components	speaker included all the critical components: identified self, shared skills, accomplishments, and target	included all critical components in an engaging manner

Overall Impression: _____

Notes:

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Workforce Solutions

Name _____

Period _____

Date _____

SPEED INTERVIEWING WORKSHEET

Tell me about yourself. <i>Notes:</i>	1				5
	poor				outstanding
How would your teachers describe you? <i>Notes:</i>	1				5
	poor				outstanding
What are your strengths? <i>Notes:</i>	1				5
	poor				outstanding
What are your weaknesses? <i>Notes:</i>	1				5
	poor				outstanding
Why should I hire you? <i>Notes:</i>	1				5
	poor				outstanding
Do you have any questions? <i>Notes:</i>	1				5
	poor				outstanding
Rate the candidate's body language. <i>Notes:</i>	1				5
	poor				outstanding
Rate your overall impression of the candidate. <i>Notes:</i>	1				5
	poor				outstanding

Lesson Title

Speed Interviewing

Time: Approximately 20 minutes

Learning Outcomes

Participants will formulate responses to common interview questions that highlight their marketable strengths. Participants will practice interviewing skills and accept constructive criticism and receive feedback.

Resources Needed

Speed Interviewing Handout /**Young Adult speed Interviewing Rubric**

Writing Utensils

Instructional Direction

1. Discuss common interview questions from the Speed Interviewing handout
 - a. Invite participant feedback on the best method to answer each question
2. Divide class into groups of three
3. Distribute copy of Speed Interviewing handout to each participant
4. Assign the following roles in each group:
 - a. Interviewer – the person asking the questions
 - b. Interviewee – the person answering the questions
 - c. Observer – the person viewing the interaction and taking notes on their copy of the handout, which will then be given to the person who was being interviewed
5. Give groups three minutes to conduct their first speed interview
6. When the three minutes are up, allow one minute for the observer to finish writing notes
7. Repeat steps four through six, switching roles until each participant has had the opportunity to play every role
8. Allow five minutes for groups to provide feedback to one another
9. Debrief the activity by offering feedback on what you heard and observed throughout

Extensions / Modifications

If class size is small, the roles of interviewer and observer can be combined to form pairs.

Instead of each student participating, a mock interview could be acted out in front of the class and then the class can provide feedback

Accommodations

For visually impaired, have large print “Speed Interviewing” questions available, have someone write answers for them as they describe their experience

Words to Consider

Constructive criticism

Marketable strengths