



# WORK READY

LIFE SKILLS CURRICULUM



  
**PURDUE**  
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Extension



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***WORK READY***  
LIFE SKILLS CURRICULUM

**EDUCATOR'S GUIDE**

# CURRICULUM OUTLINE

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## Acknowledgments

### PURDUE EXTENSION TEAM

Monica Nagele, Montgomery County  
Mary Foell, LaPorte County  
Krista Pullen, Cass County  
Patty Keating, Porter County  
Bo Beaulieu, Director of the Purdue Center for Regional Development  
Cynthia Barber, Daviess County  
Robert Kelly, Elkhart County  
Mitch Wagoner, Knox County  
Jane Horner, Cass County  
Courtney Stierwalt, 4-H Specialist  
Tony Carrell, 4-H State Staff  
Melinda Wise, Kosciusko County  
Dee Nicley, Tippecanoe County  
Rena Sheldon, Morgan County  
Kim Frazier, Miami County

### CURRICULUM DEVELOPER

Diana Dickerson

### CURRICULUM REVIEWERS

Bo Beaulieu, Director of Purdue Community and Regional Development  
Melinda Grismer, Purdue Community and Regional Development Specialist  
Annie Cruz-Porter, Purdue Community and Regional Development Specialist  
Laurie Rivetto, 4-H Educator Wayne County, Michigan State University Extension  
Phil Onwiler, 4-H Extension Educator, University of Nebraska Extension  
Jessica Wandless, Program Coordinator, Purdue Center for Regional Development  
Angelica Del Real, Program Coordinator, Purdue Center for Regional Development  
Julie Rigrish, Regional Director for Purdue Center for Regional Development and Purdue Engagement

## Introduction

The purpose of the Purdue Extension **Work Ready** program is to teach life skills necessary to increase the number of qualified applicants for the job openings in the United States.

According to the United States Department of Labor's Bureau of Labor Statistics, occupational employment is projected to grow by 5.2 percent from 2018 to 2028. This is a projected increase of 8.4 million jobs to 169.4 million jobs over the 2018-28 decade. This expansion reflects an annual growth of 0.5 percent. Employment in nearly all major occupational groups is projected to increase from 2018 to 2028.

The service-providing sector as a whole will grow at a projected rate of 0.6 percent annually, slightly faster than the annual rate of 0.5 percent for industry employment overall. This growth is projected to add more than 7.6 million jobs, resulting in 136.8 million jobs in the service-providing sector by 2028.

An aging population and labor force will contribute to changes expected over the coming decade, including a continued decline in the labor force participation rate and continued growth in employment in healthcare and related industries and occupations. Real Gross Domestic Product (GDP) is projected to grow at much the same rate from 2018 to 2028 as it did in the previous decade; labor productivity is projected to accelerate slightly from the previous decade to an annual rate of 1.6 percent, higher than the previous decade's annual rate of 1.3 percent.

The Work Ready curriculum can help address this growth by preparing applicants who have less experience and education to fill these jobs.



## Program Overview

The lessons are designed to be flexible to fit your situation. Lessons can be completed in one session or in multiple-session increments. The optional activities can be used to custom-fit the curriculum to your audience. The target audience for this curriculum is high school students and displaced adult workers.

The lessons are:

**Plan for Life**—Understand the role that setting goals can play in career planning and in forming working connections between self-discovery, career exploration and planning for life.

**Personal Accountability**—Gain awareness and understanding of what it means to be accountable in life and in the workplace. The activities help learners apply pragmatic skills to eliminate victim thinking and differentiate between responsibility and accountability.

**Career Planning**—Gain an understanding of the world of work, the career planning process and how to apply basic planning principles to an individual career search. Critical workplace proficiencies, personal qualities and high-demand fields for the 21<sup>st</sup> century are highlighted.

**Social Media: Digital Citizenship and Responsibility**—Gain an awareness and understanding of what it means to be safe, smart and professional when using social media. Learn the consequences attached to poor decision-making when it comes to social media.

**Teamwork Makes the Dream Work**—Understand the importance of teamwork, leadership, communication and conflict management in creating a productive and successful workplace. Participants gain knowledge, assess skills and practice team-building principles relevant and necessary for success in their personal, social and work environments.

**Time Management**—Time management is a necessary part of both our personal and work lives. It is an important step in alleviating stress and becoming productive and successful at whatever we do. Learn about time-wasters, procrastination, organizing and prioritizing tasks, and planning.

**Budgeting and Money Management**—Understand the importance of money management in terms of financial freedom, financial success and overall goal achievement. Learn how to develop a budget. Having a working knowledge and appreciation of basic money principles helps ensure that learners develop proficiencies necessary for applying smart fiscal decision-making strategies in their daily lives.

**Dress for Success**—First impressions, grooming, dress, attitude, presentation and enthusiasm are all part of the overall interview process. Connect "looking the part" and "getting the part" when it comes to a successful job interview.

**Résumés and Cover Letters**—Prepare and maintain an accurate, clear and functional résumé and cover letter as a step toward employment and career goals.

**Interviewing Skills**—Learn the importance of interviews and proper etiquette, as well as the steps and techniques necessary for a successful interview.

Each lesson includes a vocabulary component. For ideas on teaching vocabulary across all lessons, please see page 9.

## Program Materials & Logistics

Each session includes:

- ▶ Lesson plan
- ▶ Handouts
- ▶ Links to YouTube videos

### Program Location

Work Ready can be held at a variety of locations. Criteria recommended for selecting a site include:

- ▶ Seating at tables for all participants
- ▶ Easy access for those with disabilities and/or mobility limitations
- ▶ Electrical outlets for A/V equipment
- ▶ Open space for group activities
- ▶ Wireless Internet connection

### Ground Rules

Every guest presenter, contributor or sponsor needs to understand the program's educational mission and approach to learning. Those guest speakers should be familiar with the Cooperative Extension Service's practice of neither encouraging self-promotion nor endorsing particular products in our teaching. It is critically important for guest speakers to know that we teach using only research-based information and that we avoid personal opinion and unscientific approaches.

- ▶ No guest speaker, contributor or sponsor should attempt to sell materials/products for personal gain.

- ▶ No product promotional materials/literature may be handed out, although one may place marketing literature on a table in the room and participants may pick up that literature if they choose to do so.

### Recruitment and Publicity

- ▶ Newspaper articles
- ▶ Radio/television PSAs
- ▶ Personal contact
- ▶ Faith-based groups
- ▶ Information flyers
- ▶ Support groups
- ▶ Websites
- ▶ Created interest list
- ▶ Email blasts
- ▶ Postcards
- ▶ Schools
- ▶ Judicial system
- ▶ GED education programs
- ▶ 4-H Educators, volunteers and Junior Leaders

### Registration and Cost

Registration is done through the county Extension office. The cost for the program can vary based on a county's needs and audience. We recommend offering the program free of charge to youth audiences. When offering the program to adults, consider the following when determining cost:

- ▶ Printing of handouts
- ▶ Supplies for activities
- ▶ Site fee
- ▶ Refreshments

The suggested audience size is 20 participants. This allows for productive conversation and participation for all. Participants are expected to attend all of the lessons that you plan to offer.

## Conducting Work Ready Program

### PURPOSE

Teach life skills needed to increase the number of qualified applicants for job openings in the United States.

### GOALS

- ▶ Increase participants' soft skills
- ▶ Increase participants' chances of securing a job and maintaining the position
- ▶ Résumé development
- ▶ Successful interview skills

### WORK READY PROGRAM OPTIONS

#### Option 1—Youth

Offer the Work Ready curriculum to a high school class or similar audience for a minimum of six hours. There are 10 lessons in total that educators can choose from. Please select sessions that apply to your particular audience. The first lesson provided must always be the Plan for Life lesson. This helps provide a foundation for goal-setting and ensures participants' success. It is encouraged, but not mandatory, that participants receive a minimum of six hours from this curriculum.

#### Option 2—Adults

Offer the Work Ready curriculum to an adult audience. This may be High School Equivalent (HSE) recipients, displaced workers, members of the judicial system and any adult lacking formal education. Ten lessons in total are available for use. Please select lessons based on the needs of your audience. The first lesson provided must always be the Plan for Life lesson. This helps provide a foundation for goal-setting and ensures participants' success. It is encouraged, but not mandatory, that participants receive a minimum of six hours from this curriculum.





# Ideas for Teaching Vocabulary Words

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## 1. Small Group Match Game

Write vocabulary words on one set of notecards. Write the definitions on separate notecards. Make several sets so that you can divide the students into groups. Give each group a set of word notecards and a set of definition notecards and have them match up the words with the correct definitions.

## 2. Popcorn Definition Game

Write the words on a flip chart, whiteboard, chalkboard or whatever you have available. Pass the definitions to a few of the students. Go over the words out loud and have students stand up when they think that they are holding the correct definition, or flip this exercise and post the definitions and hand out the words.

## 3. Brown-Bag Draw

Post the definitions on a whiteboard, chalkboard, flip chart, wall or whatever you have available. Have the students draw the words out of a paper bag and match them with the correct definitions by taping each word next to its definition.

## 4. Balloon Pop

Write the vocabulary words and definitions on separate small pieces of paper. Insert paper pieces into balloons as you blow them up. Have the students take turns popping the balloons to find words and definition matches.

## 5. Jeopardy

If you have access to a computer and projector, make a Jeopardy-style game with the definitions given. The students have to answer with the correct vocabulary word. You might have to provide a word bank for the words just to keep the game moving. <https://jeopardylabs.com/browse/>

## 6. Human Match Game

As an example, for the Budgeting and Money Management lesson, you could have words and definitions written on play money. Hand out the play money prompts as the students come in the door. Some students get words and some get definitions. Each student then tries to find the person they match.

## 7. Crossword Puzzle

Create a crossword puzzle using an online template such as <https://crosswordhobbyist.com/>. Print the puzzle off as a worksheet and have each student complete it alone or in a group. (Some puzzle-makers are free and some are not.)

## 8. Word-Search Puzzle

Create a vocabulary word search using an online template such as <https://mywordsearch.com/>. Print off the puzzle as a worksheet and have each student complete it alone or in a group. (Some puzzle-makers are free and some are not.)

## 9. Vocabulary Worksheets

A vocabulary worksheet for each lesson is included in respective modules. The students can work alone or in small groups to fill out the worksheets.



# Plan for Life

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**Setting Goals and Planning for Your Future**

*What do you want to be when you grow up?*

# LESSON OUTLINE

BACKGROUND	13
LESSON	
INTRODUCTION	15
discussion and video   5 minutes	
ACTIVITY 1 — Warm Up	15
brainstorming and sharing   5 minutes	
ACTIVITY 2 — 100s, It's a Roll of the Dice	16
group work and critical thinking   15 minutes	
ACTIVITY 3 — Key Terms	17
ideas for teaching vocabulary   5 minutes	
ACTIVITY 4 — PACED Decision-Making Process	18
worksheet, brainstorming and sharing   10 minutes	
ACTIVITY 5 — S.M.A.R.T. Goal Setting	19
worksheet, brainstorming and sharing   15 minutes	
ACTIVITY 6 — Priorities Teamwork Game	20
teamwork, discussion and sharing   10 minutes	
ACTIVITY 7 — Wrap-Up	21
discussion and video   5 minutes	
HANDOUTS	
HANDOUT 1—Thinking Person	22
HANDOUT 2—Vocabulary Matchup	23
HANDOUT 3—PACED Decision-Making Grid	24
HANDOUT 4—Writing S.M.A.R.T. Goals	25

# BACKGROUND

This lesson helps learners understand the role that goal setting plays in career planning. The content, vocabulary, and lesson activities provide a framework for learners to apply as they begin the process of forming a working relationship between self-discovery, career exploration, and life planning.

## Essential Questions

- ▶ How can I learn to make goal-oriented decisions?
- ▶ What are my life goals?
- ▶ What are my career goals?
- ▶ How do my values impact my goals?
- ▶ How can I use a decision-making process in planning my goals?
- ▶ How do I set career goals that fit me and who I am?
- ▶ How are priorities related to goal setting and decision-making?

## Concepts and Learning Objectives

Learners will

- ▶ gain an understanding of why it is important to know who they are as it pertains to jobs and careers
- ▶ become familiar with common vocabulary terms associated with career planning
- ▶ be able to define and apply decision-making skills using the PACED model for developing a personal career plan
- ▶ be able to define and apply the definition of S.M.A.R.T. goals in writing personal short- and long-term career and life goals

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning
- ▶ Literacy development

## Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ Dice for each group

**OPTIONAL FOR ACTIVITY #6:** Trash can/bags; cleaning supplies; large marshmallows; small marshmallows; cups; and soda or water (You may decide not to include Activity #6 in your lesson.)

# Personal Accountability

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## Taking Responsibility

*Did I do that? It wasn't me!*



# LESSON OUTLINE

BACKGROUND	29
LESSON	
INTRODUCTION	31
discussion and video   5 minutes	
ACTIVITY 1 — Key Terms	32
ideas for teaching vocabulary   10 minutes	
ACTIVITY 2 — Asking Better Questions, Creating Accountability	33
brainstorming and sharing   15 minutes	
ACTIVITY 3 — But I Wanted Nuts and Whipped Cream	34
worksheet   15 minutes	
ACTIVITY 4 — Rules to Becoming Accountable, Moving Out of the Victim Trap	35
brainstorming and sharing   15 minutes	
ACTIVITY 5 — Wrap-Up	37
discussion and video   5 minutes	
HANDOUTS	
HANDOUT 1 — Vocabulary Matchup	38
HANDOUT 2 — Becoming Accountable—Do It	39
HANDOUT 3 — Workplace Expectations	40

# BACKGROUND

This lesson helps learners gain an awareness and understanding of what it means to be accountable. The activities help students apply pragmatic skills to eliminate victim thinking and to differentiate between responsibility and accountability. Content, information, and vocabulary within the lesson provide a framework for learners to apply concepts of accountability, work ethic, and character to their daily lives.

## Essential Questions

- ▶ How do I react in an adverse situation?
- ▶ Do I look for solutions to problems or do I blame others?
- ▶ Do I have to take the blame for someone else creating a problem?
- ▶ What does responsibility have to do with accountability?
- ▶ What if it really isn't my job but someone else passes the buck to me?
- ▶ What does accountability have to do with leadership?

## Concepts and Learning Objectives

Learners will

- ▶ apply practical skills in declaring ownership of a problem
- ▶ identify words and phrases that show accountability for situations
- ▶ become familiar with vocabulary terms associated with accountability and responsibility
- ▶ use critical thinking skills to make connections between accountability and responsibility
- ▶ be able to make connections and see differences between accountability and responsibility
- ▶ learn to ask questions that encourage solutions instead of lay blame
- ▶ identify qualities necessary for leadership and make a list of leaders

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

## Supplies Needed

- ▶ Notecards
- ▶ Flip-chart paper
- ▶ Markers
- ▶ Pencils and pens
- ▶ AV equipment for projecting video clips
- ▶ Tape
- ▶ Printed handouts

### SOMETHING TO THINK ABOUT

*"The right thing to do and the hard thing to do are usually the same."* - STEVE MARABOLI, *Life, the Truth, and Being Free*

*"A body of men holding themselves accountable to nobody ought not to be trusted by anybody."* - THOMAS PAINE

## Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities; adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

## Time Requirement

55 to 65 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

*"You either make yourself accountable or you will be made accountable by your circumstances." - UNKNOWN*

# Career Planning

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**What Skills Will Pay My Bills?**

*You want a job?*

# LESSON OUTLINE

BACKGROUND	43
LESSON	
INTRODUCTION	45
discussion and video   6 minutes	
ACTIVITY 1 — Key Terms	45
ideas for teaching vocabulary   13 minutes	
ACTIVITY 2 — The Career Planning Process	46
group brainstorming and sharing   10 minutes	
ACTIVITY 3 — Personal Skills Inventory	48
worksheet, discussion and sharing   17 minutes	
ACTIVITY 4 — Job Application	49
discussion and sharing   10 minutes	
ACTIVITY 5 — You Got the Job! Now What?	50
discussion, brainstorming and sharing   15 minutes	
ACTIVITY 6 — Wrap-Up	51
discussion and video   5 minutes	
HANDOUTS	
HANDOUT 1 — Vocabulary Matchup	52
HANDOUT 2 — Personal Skills Inventory	53
HANDOUT 3 — Job Application	54

# BACKGROUND

This lesson is an introduction to the world of work. Learners gain an understanding of the Career Planning Process and begin to apply basic planning principles to their individual career search. The content, information, vocabulary, and activities provide a foundation for students to build and expand their skills, knowledge, and competencies in career planning and exploration. The unit highlights critical 21<sup>st</sup> century workplace proficiencies, personal qualities, and high-demand fields for the 21<sup>st</sup> century.

## Essential Questions

- ▶ What will the 21<sup>st</sup> century workplace look like for me?
- ▶ How do I find a career that I will like?
- ▶ How do I know what skills I have?
- ▶ How do I find out about careers that interest me?
- ▶ What happens if I like a particular field but there are no jobs available?
- ▶ How do I learn what skills and training are required for the jobs I like?
- ▶ How do I find the salaries for specific jobs?

## Concepts and Learning Objectives

Learners will

- ▶ develop an understanding of the career selection process as an important tool in researching jobs and careers
- ▶ be able to identify common resources used in career and job search
- ▶ be able to describe how skills, interests and lifestyles can shape their career plans
- ▶ be able to identify the benefits of education, training and personal skills in career exploration
- ▶ become familiar with common vocabulary terms associated with job seeking
- ▶ be able to identify the six steps in the career-planning process
- ▶ apply personal skills in filling out a sample job application
- ▶ gain an understanding of benefits and hidden costs related to a job

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

## Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ Copy of Occupational Outlook Handbook (available online at [www.bls.gov/ooh](http://www.bls.gov/ooh))

### SOMETHING TO THINK ABOUT

*"The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know it when you find it."* - STEVE JOBS



## Useful Internet Sites

<http://www.careerplanner.com/ListOfCareers.cfm>

[https://www.careerfitter.com/free\\_test/careerbuilder](https://www.careerfitter.com/free_test/careerbuilder)

<http://www.bls.gov/ooh/>

<http://www.salary.com/>

<https://www.glassdoor.com/Salaries/index.htm>

<http://www.careeroutlook.us/assessment/short.shtml>

## Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

## Time Requirement

70 to 80 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

# Social Media: Digital Citizenship and Responsibility

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**#thinkb4youpost #itsforever**

*How do you combine professionalism and social media?*

# LESSON OUTLINE

BACKGROUND 59

## LESSON

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INTRODUCTION 61

discussion and video | 6 minutes

ACTIVITY 1 — Key Terms 61

ideas for teaching vocabulary | 10 minutes

ACTIVITY 2 — Social Media Posts and Negative Impacts? 62

group work: brainstorming and sharing | 30 minutes

ACTIVITY 3 — Case Studies: Private Today—Public Tomorrow 64

discussion and sharing | 15 minutes

ACTIVITY 4 — Wrap-Up 66

discussion and video | 5 minutes

## HANDOUTS

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HANDOUT 1 — Vocabulary Matchup 67

HANDOUT 2 — Case Study 1: The Story of Noah 68

HANDOUT 3 — Case Study 2: The Story of Judy 68

# BACKGROUND

This lesson helps learners gain an awareness and understanding of what it means to be safe, smart and professional when using social media. Technology is a wonderful tool when used appropriately. But when it's abused, terrible things can happen. Careers, friendships, lives and families can be ruined. It is imperative that people learn all they can about the proper use of social media and become responsible digital citizens. The content and activities in this lesson will help students learn to think about the consequences attached to poor decision-making when it comes to social media as well as provide a framework for learners to apply the concepts of accountability and responsibility to personal usage of social media.

## Essential Questions

- ▶ What types of communication should be posted and shared on social media networks?
- ▶ What type of information should I expect to receive over social media?
- ▶ What is cyberbullying?
- ▶ How long does information last online?
- ▶ What is my personal social media responsibility?
- ▶ Can I really be fired or not hired because of what I post online?

## Concepts and Learning Objectives

Learners will

- ▶ gain an understanding of the negative impact that improper use of social media can have
- ▶ identify safe uses for social networking and electronic communication
- ▶ become familiar with vocabulary terms associated with social networking responsibility
- ▶ apply critical-thinking skills to discuss negative and positive uses and outcomes for social media
- ▶ identify illegal and improper uses of social media

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

## Supplies Needed

- ▶ Notecards
- ▶ Flip-chart paper
- ▶ Markers, pencils and pens
- ▶ AV equipment for projecting video clips
- ▶ Tape

## Useful Internet Sites

<http://sourcesofinsight.com/accountability-is-something-we-do-to-ourselves/>

<http://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html>

<http://www.rd.com/health/wellness/negative-effects-of-social-media/>

<http://socialnetworking.procon.org/>

<http://www.medicalnewstoday.com/articles/275361.php>

## Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

## Time Requirement

60 to 70 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

# Teamwork Makes the Dream Work

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Communication, Teamwork and Conflict Management

*This stuff matters?*



# LESSON OUTLINE

BACKGROUND 71

## LESSON

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INTRODUCTION 73

discussion and video | 8 minutes

ACTIVITY 1 — Key Terms 74

ideas for teaching vocabulary | 10 minutes

ACTIVITY 2 — My Communication Style 75

personal inventory worksheet | 13 minutes

ACTIVITY 3 — Are You Listening? 76

partner activity | 15 minutes

ACTIVITY 4 — Team Building in Action: Skill Building 77

group team-building | 20 minutes

ACTIVITY 5 — Team Building and a Word on Conflicts 78

team-building inventory and video | 13 minutes

ACTIVITY 6 — Wrap-Up 79

discussion | 3 minutes

## HANDOUTS

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HANDOUT 1 — Vocabulary Matchup 80

HANDOUT 2 — Positive Communication Habits 81

HANDOUT 3 — Discovering Your Communication Style 82

HANDOUT 4 — Elements of Teamwork—An Inventory of Skills 84

HANDOUT 5 — Are You Listening? 85

# BACKGROUND

This lesson helps learners gain an understanding of the importance of communication, teamwork and conflict management in creating a productive and successful workplace. Participants gain knowledge, assess skills, practice team-building and apply communication principles relevant and necessary to success in their personal, social and work environments. The content, vocabulary and activities provide a framework for learners to make connections between teamwork, communication, conflict management, personal lives, work lives and getting along in general.

## Essential Questions

- ▶ What are the benefits of working as a team?
- ▶ What characteristics make a successful team?
- ▶ How can I be a good team member?
- ▶ How can I make sure that I am communicating effectively?
- ▶ What role does communication have in my workplace?
- ▶ What kind of communicator am I?
- ▶ How can I improve my communication skills?
- ▶ How can understanding conflict management help me in my work?
- ▶ How does communication relate to teamwork and conflict management?

## Concepts and Learning Objectives

Learners will

- ▶ use knowledge of communication skills to analyze personal communication styles
- ▶ identify and list qualities necessary to become a good team member
- ▶ discuss the importance of teamwork in the workplace
- ▶ apply principles of teamwork, communication, problem solving and critical thinking as they collaborate to complete a group task
- ▶ develop an understanding of the connection between communication, teamwork and conflict management as an important skill in the 21st century workplace
- ▶ identify ways to apply conflict management in their own lives

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

## Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ Marshmallows
- ▶ Spaghetti

SOMETHING TO THINK ABOUT

*"Communication—the human connection—is the key to personal and career success."* – PAUL J. MEYER

## Useful Internet Sites

<http://smallbusiness.chron.com/effective-communication-team-work-3167.html>

<https://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf>

<http://www.rasmussen.edu/student-life/blogs/college-life/importance-of-teamwork-skills-in-work-and-school/>

<http://www.helpguide.org/articles/relationships/conflict-resolution-skills.htm>

<https://www.verywell.com/conflict-resolution-skills-for-healthy-relationships-3144953>

<http://www.amanet.org/training/articles/the-five-steps-to-conflict-resolution.aspx>

## Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

## Time Requirement

75 to 85 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

# Time Management

---

**Tick Tock, Tick Tock**

*Time flies, and you are the pilot.*

# LESSON OUTLINE

BACKGROUND	89
LESSON	
INTRODUCTION	91
discussion and video   8 minutes	
ACTIVITY 1 — Behavior Patterns	92
brainstorming and sharing   15 minutes	
ACTIVITY 2 — Key Terms	93
ideas for teaching vocabulary   10 minutes	
ACTIVITY 3 — Do What Matters	94
group brainstorming and sharing   32 minutes	
ACTIVITY 4 — Wrap-Up	96
discussion and video   10 minutes	
HANDOUTS	
HANDOUT 1 — Common Behaviors—What Do I Do Well?	97
HANDOUT 2 — Vocabulary Matchup	98
HANDOUT 3 — Time Management Log	99
HANDOUT 4 — Time Wasters and Time Savers	100
HANDOUT 5 — My Goal Worksheet	101

# BACKGROUND

This lesson is an introduction to time management. The content, information and activities provide a framework for learners to understand and apply principles of time management to their daily lives. Recognizing that time management is a necessary part of both our personal lives and our work lives is an important step in alleviating stress and becoming productive and successful at whatever we do. Whether we are running a Fortune 500 company or a household, the same basic management rules apply. In this lesson, students learn about time-wasters, organizing and prioritizing, avoiding procrastination, and planning. In the world of work, poor time management is often a reason that people lose their jobs. Time management is a critical skill to have in your personal world and in your work world.

## Essential Questions

- ▶ How can I organize my time and resources to be the most effective and efficient?
- ▶ What are my personal time-busters?
- ▶ Where does my time go?
- ▶ What does planning have to do with time management?
- ▶ What do my goals have to do with time management?
- ▶ What are some tools that I can use to improve my time-management skills?

## Concepts and Learning Objectives

Learners will

- ▶ understand the importance of establishing effective time-management skills
- ▶ learn to balance their time more effectively
- ▶ become familiar with common vocabulary terms associated with time management
- ▶ learn how to apply basic time-management strategies in their own lives
- ▶ be able to make connections between personal and work-based time-management skills

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

## Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape

### SOMETHING TO THINK ABOUT

*"Time cannot be saved, it can only be spent, and if not spent wisely and well, it is wasted."* - HENRIETTA C. MEARS

*"People often complain about the lack of time when the lack of direction is the real problem."* - ZIG ZIGLAR

## Useful Internet Sites

<http://www.mytimemanagement.com/personal-goal-setting.html>

<http://www.webmd.com/add-adhd/features/time-management-tips>

<http://www.lifehack.org/articles/productivity/top-20-time-wasters-and-top-5-worthwhile-activities.html>

<https://www.youtube.com/watch?v=v5ZvL4as2y0>

<https://www.youtube.com/watch?v=TvwJlZZh7Us>

## Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students (make extra copies of Handout 3—Time-Management Log, and Handout 5—My Goal Worksheet for students to take home).
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

## Time Requirement

65 to 75 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

*"Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent. Be careful lest you let other people spend it for you." – CARL SANDBURG*

# Budgeting and Money Management

---

**Managing Your Money—Plan, Save, Succeed—Learning About Budgets**

*So you've got a job. Now what do you do with your paycheck?*



# LESSON OUTLINE

BACKGROUND 105

## LESSON

---

INTRODUCTION 107

discussion | 5 minutes

ACTIVITY 1 — Key Terms 108

ideas for teaching vocabulary | 10 minutes

ACTIVITY 2 — Budget Busters 109

discussion and sharing | 10 minutes

ACTIVITY 3 — Where Did My Money Go? 109

discussion and sharing | 15 minutes

ACTIVITY 4 — Budget How-To 110

group work, brainstorming and sharing | 30 minutes

ACTIVITY 5 — Wrap-Up 111

discussion | 5 minutes

## HANDOUTS

---

HANDOUT 1 — Vocabulary Matchup 112

HANDOUT 2 — Budget Busters 113

HANDOUT 3 — Spending Tracker 114

HANDOUT 4 — Sample Budget Exercise—A 115

HANDOUT 5 — Sample Budget Exercise—B 116

HANDOUT 6 — My Budgeting Worksheet 117

# BACKGROUND

This lesson helps learners gain an understanding of the importance of money management and budgeting in terms of financial freedom, financial success and overall goal achievement. Having a working knowledge and appreciation of basic money principles helps ensure that learners will develop proficiencies necessary to applying smart fiscal decision-making strategies in their daily lives. The content information, vocabulary and activities included provide a fundamental framework for students to apply budgeting and financial planning in their own lives.

## Essential Questions

- ▶ How can I manage my money wisely?
- ▶ What is a budget and why do I need one?
- ▶ How can I learn about banks and financial institutions and the services they offer?
- ▶ What does a budget have to do with my overall life goals?
- ▶ Does having a budget mean that I will have to become a penny pincher?
- ▶ What if I am spending too much money; how can a budget help me with that?

## Concepts and Learning Objectives

Learners will

- ▶ gain an understanding of how a budget is created and how it can support good financial decision-making
- ▶ become familiar with vocabulary terms associated with budgeting and money management
- ▶ gain an understanding of the role that a savings account plays in financial planning
- ▶ identify the steps to take to prepare a budget
- ▶ explain how to keep records effectively
- ▶ describe strategies that can help a person stay within their budget
- ▶ identify common ways to save money
- ▶ list sources for financial help

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning
- ▶ Literacy development

## Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Tape
- ▶ Flip chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens

### SOMETHING TO THINK ABOUT

*"A budget is telling your money where to go instead of wondering where it went."* - DAVE RAMSEY

*"We must consult our means rather than our wishes."* - GEORGE WASHINGTON

## Useful Internet Sites

<http://www.jumpstart.org/home.html>

<https://www.thebalance.com/budgeting-101-1289589>

<http://www.daveramsey.com/blog/the-truth-about-budgeting>

<http://www.moneyinstructor.com/>

<https://youtu.be/dH-8yrzd8yc>

<https://youtu.be/8jkri0AeZWQ>

<https://youtu.be/IdUKhgW1g0o>

## Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students (make extra copies of Handout 3—Spending Tracker, and Handout 4—Sample Budget Exercise-A, and Handout 6 —My Budgeting Worksheet for students to take home).
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

## Time Requirement

60 to 70 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

# Dress for Success

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**What to Wear and How to Present Yourself During the Interview Process**

*You landed a job interview—now what?*

# LESSON OUTLINE

BACKGROUND	121
LESSON	
INTRODUCTION	123
discussion and video   5 minutes	
ACTIVITY 1 — Key Terms	123
ideas for teaching vocabulary   10 minutes	
ACTIVITY 2 — Wear This, Not That	124
brainstorming and sharing   22 minutes	
ACTIVITY 3 — All Tied Up	125
group work   20 minutes	
ACTIVITY 4 — Wrap-Up	126
discussion and video   7 minutes	
HANDOUTS	
HANDOUT 1 — Vocabulary Matchup	127
HANDOUT 2 — What Not to Wear	128
HANDOUT 3 — What Not to Wear: Business Casual vs. Professional	130
HANDOUT 4 — Tips for Interview Wear	131

# BACKGROUND

This lesson helps learners understand the importance of first impressions. Participants learn concepts and apply personal development skills in grooming, dress, attitude, presentation, and enthusiasm as part of the overall interview process. The information, vocabulary, and lesson activities provide a framework for learners to make connections between "looking the part" and "getting the part" when it comes to a successful job interview.

According to employment sources, the enthusiasm you display in a job interview can make the difference between getting the job and not getting the job. Some even say that attitude accounts for more than 40% of your rating! In a job interview, enthusiasm comes across as showing a genuine interest in the job.

## Essential Questions

- ▶ What should I wear to my job interview?
- ▶ How do I know what is professional?
- ▶ What if I am interviewing for a manual labor job?
- ▶ Does it really matter what I wear?
- ▶ Shouldn't they like me for who I am?
- ▶ How can I be sure that I am making an overall good impression?

## Concepts and Learning Objectives

Learners will

- ▶ become familiar with appropriate interview attire for specific jobs
- ▶ identify and list dos and don'ts for clothing choices to wear to interviews
- ▶ apply critical thinking skills to identify appropriate clothing for specific job interviews
- ▶ develop an understanding of the important role that attitude and enthusiasm play in the interview process
- ▶ understand the concept of "dressing the part"
- ▶ learn how to tie a tie and scarf

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

## Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ Men's neckties
- ▶ Scarves

### SOMETHING TO THINK ABOUT

*"First impressions matter. Experts say we size up new people in somewhere between 30 seconds and two minutes."*

– ELLIOTT ABRAMS

## Useful Internet Sites

[https://www.youtube.com/watch?v=DM8Stzk\\_jxs](https://www.youtube.com/watch?v=DM8Stzk_jxs)

<http://www.monster.com/career-advice/article/Dress-for-Success>

<https://www.livecareer.com/quintessential/dress-for-success>

<https://www.businessinsider.com/interview-outfit-tips-what-not-to-wear-to-an-interview-2018-5>

<https://collegrad.com/jobsearch/competitive-interview-prep/dressing-for-interview-success>

## Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.
- ▶ Connect with teachers on classroom needs, if you are a guest.
- ▶ OPTIONAL—If you have access to your audience in advance, arrange to have some of the students wear non-interview clothing to class that day (giving them examples of what not to wear). Funny clothing to help make a point will add realism to the lesson.

## Time Requirement

60 to 70 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

*"You never get a second chance to make a first impression." - UNKNOWN*

# Résumés and Cover Letters

---

## Telling My Story

*How can you write the best story ever about you?*



# LESSON OUTLINE

BACKGROUND 135

## LESSON

---

INTRODUCTION 137

discussion and video | 10 minutes

ACTIVITY 1 — Key Terms 138

ideas for teaching vocabulary | 10 minutes

ACTIVITY 2 — Résumé Puzzle Pieces—Putting Together Your Best Story 139

brainstorming and sharing | 23 minutes

ACTIVITY 3 — Résumé Highlights and Practice 140

discussion and worksheet | 15 minutes

ACTIVITY 4 — Cover Letters and Tips About Applying Online 141

discussion and sharing | 10 minutes

ACTIVITY 5 — Wrap-Up 142

discussion and video | 5 minutes

## HANDOUTS

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HANDOUT 1 — Vocabulary Matchup 143

HANDOUT 2 — Power Verbs 144

HANDOUT 3 — Building a Résumé 145

HANDOUT 4 — Résumé Practice Worksheet 146

HANDOUT 5 — Pocket Résumé Template 149

HANDOUT 6 — Sample Résumé –Chronological 150

HANDOUT 7 — Sample Résumé – Functional Skills 151

HANDOUT 8 — Sample Résumé – Skills 152

HANDOUT 9 — Quick Résumé Checklist 153

HANDOUT 10 — Create a Cover Letter 154

# BACKGROUND

This lesson helps learners understand the importance of preparing and maintaining an accurate, clear and functional résumé and cover letter as a step toward reaching employment and career goals. In today's workplace, it is projected that people will change jobs and even careers several times throughout their work lives. The content, vocabulary and activities presented in this lesson will help learners develop and apply résumé-writing skills they can use in career planning and job searches.

## Essential Questions

- ▶ What is a résumé?
- ▶ What information is included in a résumé?
- ▶ Why do I need a résumé?
- ▶ What can I do to make myself look good in a résumé?
- ▶ How do I know what to highlight in a résumé?
- ▶ What information should I put in a cover letter?

## Concepts and Learning Objectives

Learners will

- ▶ identify components necessary for constructing a résumé
- ▶ apply writing skills and content knowledge to construct a personal résumé
- ▶ use critical thinking skills and identify appropriate use of personal social media accounts as part of a job search
- ▶ understand vocabulary and terminology associated with résumé writing
- ▶ identify components necessary for constructing a cover letter

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

## Supplies Needed

- ▶ Notecards
- ▶ Tape
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Hershey's Kisses
- ▶ Printed handouts
- ▶ Markers
- ▶ Chocolate chips
- ▶ Pencils and pens
- ▶ Envelopes with résumés cut up to piece together

### SOMETHING TO THINK ABOUT

*"When résumés come in, especially in this market, hiring managers aren't looking to find someone...they are looking to disqualify someone. Errors and hype do that."* - BRENDA GREENE

*"Your résumé says a lot about you. It determines whether you will be called in for an interview or not."* - UNKNOWN

## Useful Internet Sites

[http://www.huffingtonpost.com/entry/the-secret-to-resume-success\\_us\\_577c0c95e4b00a3ae4ce6a6a](http://www.huffingtonpost.com/entry/the-secret-to-resume-success_us_577c0c95e4b00a3ae4ce6a6a)

<http://www.monster.com/career-advice/article/Avoid-the-Top-10-Resume-Mistakes>

<http://www.businessinsider.com/the-new-rules-of-the-modern-cover-letter-2013-10>

<https://www.resume-now.com/>

## Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Find sample résumés, make copies and put in envelopes—**Activity 2—Résumé Puzzle Pieces: Putting Together Your Best Story.**
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

## Time Requirement

60 to 75 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

# Interviewing Skills

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## Nice to Meet You

*How can you increase your chances for a successful interview?*

# LESSON OUTLINE

BACKGROUND 159

## LESSON

---

INTRODUCTION 161

discussion and video | 7 minutes

WARM-UP ACTIVITY — Handshaking Icebreaker 161

intrapersonal skills | 4 minutes

ACTIVITY 1 — Identifying Personal Strengths 162

brainstorming and sharing | 14 minutes

ACTIVITY 2 — Key Terms 163

ideas for teaching vocabulary | 7 minutes

ACTIVITY 3 — Constructing and Answering Typical Interview Questions 164

group work, brainstorming and sharing | 14 minutes

ACTIVITY 4 — Practice Makes Perfect 165

brainstorming and sharing | 10 minutes

ACTIVITY 5 — Practicing Interview Skills—Mock Interviews 165

brainstorming and sharing | 20 minutes

ACTIVITY 6 — Wrap-Up 166

discussion | 13 minutes

## HANDOUTS

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HANDOUT 1 — What Do I Do Well? 167

HANDOUT 2 — Vocabulary Matchup 168

HANDOUT 3 — Practicing Interview Questions: Sample Answers 169

HANDOUT 4 — Practicing Answering Interview Questions—Your Turn 170

HANDOUT 5 — What to Do If... 171

HANDOUT 6 — Professional Pitch Template 172

HANDOUT 7 — Practice Questions for Your Interview 174

HANDOUT 8 — Thank You Notes 175

# BACKGROUND

This lesson introduces learners to interviewing skills. The content, vocabulary, and activities provide a framework for participants to understand and prepare for job interviews. Students will learn the importance of interviews and proper etiquette as well as the steps and techniques necessary for a successful interview.

## Essential Questions

- ▶ How can I increase my chances of having a successful job interview?
- ▶ Why is it important to practice answering potential interview questions?
- ▶ What kinds of answers can I give if asked about my strengths and weaknesses?
- ▶ What types of interviews might I have?

## Concepts and Learning Objectives

Learners will

- ▶ develop an understanding of why it is important to prepare for a job interview
- ▶ become familiar with common vocabulary terms associated with job interviews
- ▶ practice answering typical interview questions
- ▶ describe how to follow up after a job interview

## 21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21<sup>st</sup> century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

## Supplies Needed

- ▶ Notecards
- ▶ Flip-chart paper
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ AV equipment for projecting video clips
- ▶ Printed handouts





# **WORK/READY**

LIFE SKILLS CURRICULUM

The *Work Ready Life Skills Curriculum* teaches participants the necessary skills to obtain the jobs they're looking for and increases the number of qualified applicants for job openings.

