

# JA Inspire

## Program Brief

Junior Achievement is pleased to partner with the Green Bay Packers Hall of Fame to provide JA Inspire learning opportunities for students attending the Green & Gold Career Day.

### JA Inspire Session Topics

Implementation of the in-class sessions is flexible, based on educator preferences. Three optional videos are available to help guide class discussion and preparation.

#### 1) Career Exploration

Many schools have a preferred program for student career exploration. However, if you need a resource or would like to do additional review, teachers can sign up for access to [JA Career Speaker Videos](#) and related activities.

#### 2) Preparing for the Green & Gold Career Day

Students will refine their plan for the event by considering different careers they want learn about, preparing questions for business professionals they will meet, creating an elevator pitch, and expressing their expectation of the upcoming event. See included activities.

#### 3) Green & Gold Career Day: The Event

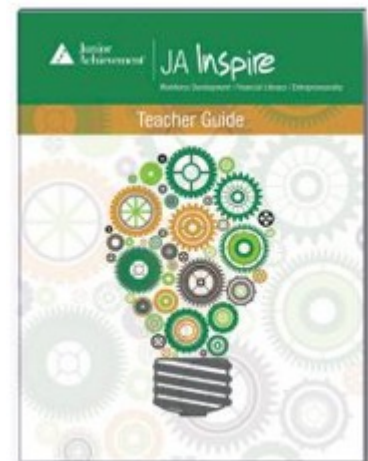
At the Green & Gold Career Day, Green Bay Packers staff will be available to talk with students to show them what they will need from future employees. The event will help transform students' abstract ideas about work into tangible ambitions and plans.

#### 4) Debrief and Next Steps

Students reflect on what they have learned and identify steps to further define their academic choices and career paths. See included activities.

#### Additional Video Resources

- JA Inspire | 2 Developing a Career Plan <https://www.youtube.com/watch?v=dtTiFQID2ts>
- JA Inspire | 3 Interacting to Learn <https://www.youtube.com/watch?v=etqxcW60EPE>
- JA Inspire | 4 Asking the Right Questions <https://www.youtube.com/watch?v=517HJhQVWK0>



**TEACHER GUIDE**

# JA INSPIRE

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Thank you for participating in *JA Inspire* and helping Junior Achievement empower young people to own their economic success. Junior Achievement and the Green Bay Packers recognize the growing need to spark an interest in careers and the path to career success before students enter high school. *JA Inspire* helps shape students' positive attitudes about their academic or professional futures and increases their understanding of real-world workforce readiness skills.

## MAKING THE MOST OF THE EVENT

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### OVERVIEW

In this session, students refine a plan for the Green & Gold Career Day. If possible, encourage students to spend additional time outside of class researching the participating career paths.

### OBJECTIVES

#### STUDENTS WILL:

- Identify jobs that they want to learn more about at the *Green & Gold Career Day*. Three is a good number.
- Prepare questions that they want to ask and practice asking them.
- Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer. This is a great tool to use when speaking about career interests in the future.
- Express their expectations of the upcoming event.

### PREPARATION AND MATERIALS

- Review the session and prepare student materials. The student materials are provided by JA Area staff, are available online for download and printing, or are provided at the end of this guide.

- JA Inspire Elevator Pitch Guide
- JA Inspire Dos and Don'ts
- JA Inspire Questions Guide
- Review the information provided on careers represented at the Green & Gold Career Day and help students draft appropriate questions. Determine if additional time to research the careers would be valuable to students. If so, arrange for Internet access.
- Pens or pencils
- Blank paper

## RECOMMENDED TIME

This session should take 45 minutes to complete.

### INTRODUCTION

#### 5 minutes

- Give an overview of the day, including some of the logistics, but focus mainly on the content and format of the event including:
  - The number of careers, with a few examples
  - Structure of the event:
    - How much time students can spend with each career
    - How students will be grouped
    - Keynote speakers or other presentations
    - Other activities, if any
- Hand out any specific information on the event.

### ACTIVITY: ELEVATOR PITCH

#### 15 minutes

- Talk about the importance of *networking*.



Networking is building relationships with others who can help you find a job and be successful in your work.



Research shows that networking is the most common way people find a job. This can include letting people you know (friends, family members, and neighbors) that you are looking for a job. Or it could mean cultivating business relationships with others who have common career interests.

- Tell students the event is an opportunity to try out networking skills.
- Describe an *elevator pitch*.



An elevator pitch is a brief, high-energy presentation used by companies and individuals to promote their products and themselves.

- Tell students it is important to have an elevator pitch prepared in case a networking opportunity arises. It is a brief overview of what you're good at, passionate about, and qualified to do.
- Explain that students will have an opportunity at the event to tell some volunteers about themselves. The pitch is a way to do that effectively in less than a minute.
- Let students know that networking is perhaps the best way to find a job. Talking about work skills and interests doesn't come naturally for many people. Writing an elevator pitch and practicing it is one way to increase the success of networking.
- Have students create their elevator pitch.
  - Distribute copies of How to Craft an Elevator Pitch to students.
  - Ask students to read the scenario and create their elevator pitch.
  - Circulate, making sure that students are making progress.
- Time permitting, have students team up in pairs, or groups of four, and practice presenting their elevator pitches to one another.

#### ACTIVITY: PREPARING QUESTIONS

**20 minutes**

- Tell students at the event, they will not only get to hear from business volunteers about their jobs and participate in hands-on activities, they will also have a chance to ask questions.



Being prepared will give you more information about careers or jobs you might like in the future.



Preparation is also essential to making a good impression.



Questioning and listening are skills you will need to get and keep a job.

- Hand out the *JA Inspire Questions Guide*.
- Have students pick three questions from the list.
- Tell students to add three questions of their own to ask industry professionals and also to add any relevant, job-specific questions for careers that will be represented at the JA Inspire event.
- Distribute a copy of the *JA Inspire Dos and Don'ts* handout.
- Allow a few minutes for students to review it.
- Ask student pairs to take turns being the interviewer and the interviewee, asking and answering questions from their list. Refer back to the career cluster research that students completed earlier for industry-specific questions, if applicable.
- Encourage students to use as many of the Dos and Don'ts tips as they can in their mock interviews.
- Find out what students are most curious about.
  - Ask for a volunteer to share one question. Ask why he or she wants to know more about that topic.



Did anyone else choose the same question? Why?



What questions did you add? Why?



Does anyone have different questions for a specific company? Why are you interested in that?

- Give feedback to students based on your observation of where they had difficulty.
- Remind students that:
  - It's natural to be nervous.
  - Interviewing takes practice.
  - They will have the opportunity to ask these types of questions with the business professionals they meet at the Green & Gold Career Day.

## WRAP UP

**5 minutes**

- Ask students to share their observations with the class and to discuss the upcoming event.



What are you most excited about?



What are your concerns?



What do you hope to get out of the event?

- If students have Internet access, encourage them to research their top three companies before the event.
- Tell students they will complete a summary sheet after visiting their top three businesses. They should keep that in mind during the event.
- Review the event logistics.
  - Where to meet
  - What time to meet
  - Dress code and behavior
  - Items to bring or not bring; e.g., no electronic devices



**Note:** If classroom management or special needs are a concern, consider pre-assigning students to small groups. Let students know which group they will be in and let the event coordinator know in advance that you have assigned groups.

# DEBRIEF AND NEXT STEPS

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## OVERVIEW

Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.

**Note:** Consider ways to ensure that students are able to integrate this knowledge with your curriculum and use their learning beyond the duration of *JA Inspire* as they prepare for the future. The My Plan tool provided in the *Personal Reflections* handout may serve as a starting point for future exploration.

## OBJECTIVES

### THE STUDENTS WILL:

- Evaluate personal goals and priorities based on their experience at the event.
- Identify next steps, including exploration of high school coursework and other research.
- Understand relevant business communication practices.

## PREPARATION AND MATERIALS

### STUDENTS WILL NEED:

- The *Personal Reflections* handout. You may want to give each student multiple copies of the My Plan tool that is included in the handout.

## RECOMMENDED TIME

This session should take 50 minutes to complete.

### INTRODUCTION

**5 minutes**

- Congratulate students on their successful participation.
- Ask students about their experience. Utilize the following questions to get the conversation started.





Was the event what you expected? Why or why not?



What surprised you?



What did you like the best?



What new ideas do you have about your future career?

### ACTIVITY: REFLECTION

**30 minutes**

- Have students reflect individually about the event.
  - Pass out the *Personal Reflections* handout.
  - Tell students they will now summarize their experience. Instruct them to fill out Part 1: Event Summary.
  - Encourage them to think back to their self-assessment and to refer to the notes they took at the event.
  - Circulate to answer questions. Allow 15 minutes for students to complete their summary.
  - Ask if anyone would like to share his or her thoughts.
- Let students know that achieving their career goals and getting a first job requires thought and planning. That means they will need to:
  - Pick their high school courses deliberately.
  - Understand the education or training required.
  - Develop the required skills; e.g., creative thinking, math, writing ability, presentation skills, and public speaking.
  - Continue to develop connections with adults who can advise them and help them get an internship or a job.
- Ask students to look more closely at one career that interests them.
  - Instruct students to pick one career and fill out Part 2: My Plan.

- Allow 5 minutes for students to complete their plan.
- Discuss what they learned.

## ACTIVITY: THANK YOU NOTES

**10 minutes**

**Note:** Students write thank you notes to practice good business etiquette and communication skills. You should decide if you want them to each write to the company or volunteer they found most interesting, or have all students write to one company. Your JA Area representative can help you deliver the notes.

- Explain that one of the most important tasks students can do to enhance their personal brand and leave a positive impression with potential employers is to send a thank you note after an interview.
- Describe that a good note:
  - Talks about the specific company and experience.
  - Mentions a particular learning experience or interaction with a volunteer that made a difference to the student.
  - Tells how the experience had a positive effect on the student's future.
  - Expresses appreciation.
- Have students write their notes. You may want to suggest changes to the notes before students send them.

## WRAP UP

**5 minutes**

- Congratulate the students on their success. Encourage them to review and update their elevator pitches and to continue to review their career assessment results as they consider academic courses for next year and beyond.
- Remind students to keep their *JA Inspire workbook* and *Personal Reflections* handout as they choose their courses or look at interesting jobs. Or, you may want to collect them for safekeeping or future use.



**Note:** The JA Area will provide you with a survey to give feedback about your experience. Please take a moment to complete the survey. Your comments will help improve the quality of Junior Achievement programs.

# JA INSPIRE DOS AND DONT'S

DO	DON'T
<ol style="list-style-type: none"> <li>1. Get a good night's sleep.</li> <li>2. Take a shower.</li> <li>3. Dress up. Look like a business person.</li> <li>4. Check your appearance in a mirror.</li> <li>5. Mute cell phones and all other digital devices.</li> <li>6. Be able to show that you know about the company.</li> <li>7. Remember that first impressions matter.</li> <li>8. Have a positive attitude.</li> <li>9. Offer a firm handshake.</li> <li>10. Get to the point. Express thoughts clearly and simply.</li> <li>11. Make sure you answer the question you were asked. Don't ramble on.</li> <li>12. Make eye contact.</li> <li>13. Smile.</li> <li>14. Stand tall. Sit straight.</li> <li>15. Be adaptable. (No job is a perfect fit.)</li> <li>16. Bring a portfolio with work samples if you have some experience to show off.</li> <li>17. Follow up with a thank you note or email.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be late.</li> <li>2. Chew gum.</li> <li>3. Wear sunglasses or headgear, such as a hat or bandana.</li> <li>4. Be sarcastic or disrespectful.</li> <li>5. Criticize your teachers, fellow students, or former employers.</li> <li>6. Use a cell phone or other digital device during the event.</li> </ol>



# JA INSPIRE PERSONAL REFLECTIONS

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The *JA Inspire* event was just the beginning of a thoughtful process that will help you plan your education and career path. Now, it's time to think about everything you have learned and ways you can use that knowledge in the future.

On the next page is a planning tool consisting of two parts: One will help you summarize what you have learned from the event, and the other will help you identify your next steps.

## PART 1: EVENT SUMMARY

1. In the column labeled *Career Cluster*, name the top three career clusters that you learned about, listing one in each row.
2. For each one, complete the next three columns.

## PART 2: MY PLAN

1. Pick one career that interests you. Write that career in the first row under the column labeled *Career*.
2. Fill out the other three columns in that row.
3. Repeat for other careers, in the rows below, as time permits.

## EVENT SUMMARY

CAREER CLUSTER	CAREERS	THREE THINGS I LEARNED ABOUT THIS CAREER CLUSTER	WHY THIS IS A GOOD MATCH FOR MY SKILLS AND INTERESTS

MY PLAN

CAREER	SKILLS I NEEDED TO SUCCEED IN THIS CAREER	EDUCATION OR TRAINING TO GET STARTED	NEXT STEPS

# ELEVATOR PITCH GUIDE

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## PREPARE IDEAS FOR YOUR ELEVATOR PITCH

- What matters to you?

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- What are you good at?

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- What do you have to offer a potential employer?

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- What interests you?

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- What do you want to be remembered for doing?

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- If you asked a friend, how would he or she describe you?

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- What is one thing people should know about you?

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### COMPILE THE BASIC INFORMATION FOR YOUR PITCH:

- Your name:

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- The dream job you would like to have:

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- Skills or interests that you have that could contribute to that job:

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- Something about yourself that would make a positive and memorable impression:

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### WRITE YOUR PITCH:

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# JA INSPIRE QUESTIONS GUIDE

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Be prepared to ask the business volunteers good questions and have meaningful conversations at the event. Prepare at least one question from each category. Examples are provided below, but spend some time considering what you would like to know and try to write questions that aren't the same as many other students will ask. Business volunteers will take notice of those who have questions that are unique and meaningful.

## ABOUT THE COMPANY

- What type of person is successful in your company?
- How many hours do you work each week?
- Are there opportunities for raises and promotions at your company?
- Do most people work alone or in teams?

YOUR QUESTION: \_\_\_\_\_

## ABOUT THE JOB

- What education or skills are required for your job?
- What can I do today to begin preparing for a job like yours?
- How do you use time-management skills in your job?

YOUR QUESTION: \_\_\_\_\_

## ABOUT THE VOLUNTEER

- Why did you choose this career? How did you get started?
- What is the coolest thing you have ever done at work?
- What do you like most about your job?
- What daily tasks do you perform at your job?



YOUR QUESTION: \_\_\_\_\_

### ABOUT THE CAREER CLUSTER

- What are some of the entry-level jobs in your career area?
- What is a typical starting salary for an entry-level position?
- What type of on-the-job training do most companies offer?

YOUR QUESTION: \_\_\_\_\_