



# JA It's My Future®

## Middle School

*JA It's My Future* offers practical information about preparing for the working world. Students explore potential careers, discover the four factors to consider in choosing a career, and recognize basic job-hunting tools. *JA It's My Future* consists of six 45 minute volunteer led sessions.

Following participation in the program, students will be able to explore potential careers, discover how to plan for a job and learn how to keep one, and develop personal-branding and job-hunting tools for earning a job.

### **Session One: My Brand**

Through interviews, self-reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.

### **Session Two: Career Clusters**

Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all jobs.

### **Session Three: High-Growth Careers**

Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.

### **Session Four: Career Mapping**

Students explore how to use life experiences to develop work skills and how to map a path to employment goals.

### **Session Five: On the Hunt**

Students are introduced to the basic aspects of job hunting through a scavenger hunt. They are given an organizing tool to keep all their vital job-hunting information in one place.

### **Session Six: How to Keep (or Lose) a Job**

Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.

### **Key Learning Objectives**

Students will be able to:

- Recognize that the choices they make in middle school can have a direct impact now and in the future.
- Identify corporate and personal brands that represent positive reputations.
- Design a logo as part of expressing a personal brand.

### **Key Learning Objectives**

Students will be able to:

- Examine career clusters and the jobs in each cluster that they would like to further explore.
- Understand the interconnectivity and value of all types of jobs.

### **Key Learning Objectives**

Students will be able to:

- Recognize the four factors to consider in choosing a job.
- Describe industries that are forecasted to have high growth.

### **Key Learning Objectives**

Students will be able to:

- Identify work skills already developed from experiences and activities.
- Plan significant markers they need to reach to earn a particular job.

### **Key Learning Objectives**

Students will be able to:

- Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing.
- Analyze where to look for a job.
- Understand the importance of keeping a record of vital information.

### **Key Learning Objectives**

Students will be able to:

- Differentiate between technical skills and soft skills.
- Describe specific soft skills they already possess and those they need to practice.



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### Teaching Tips for Junior Achievement Volunteers

#### **Session One Tips:**

Consider writing the students' names on the Table Tents in advance to save classroom time and to ensure the names are readable. Ask the teacher for the class roster. Also, ask the teacher to provide a place for students to display their bendable stick logos or consider photographing the logos and posting the pictures for the class to see.

#### **Session Two Tips:**

When you distribute the sticky note pads, be sure you distribute the colors evenly to ensure the mural activity will work well. Consider having each group take down one of the Career Cluster Charts to use the back side as a canvas for their group mural so they will be able to easily move and display it.

#### **Session Three Tips:**

Plan to copy the Preferred Work Environment Inventory from page 26 of the Guide for Volunteers and Teachers prior to the session to give to students to help them think about which work environments are most important to them.

#### **Session Four Tips:**

To help students who might not have a job in mind, consider directing them to the Career Clusters Charts from Session Two or the Industry Profiles from Session Three for ideas and required education.

#### **Session Five Tips:**

Organize the students into small groups and pass the posters to each group to examine briefly. The Scavenger Hunt Clues are a combination of content questions (so the students will read the material) and non-content questions (to make the challenge more competitive and fun). Consider offering a small prize for the student who correctly completes his or her scavenger hunt first.

#### **Session Six Tips:**

Consider providing markers for writing on the poster. Also consider asking the teacher to post the blogs of students who volunteer to share ideas. You can ask the students to sign your JA Banner and so you may keep it as a reminder of your time with them.

#### **JA Day Tips:**

JA sessions should comprise the entire school day. To assist you in planning your JA Day, prepare the supplemental lessons and Junior Journal Follow-up lessons to ensure you have activities for the entire day. If possible, discuss the additional activities with the teacher before you begin teaching so that the teacher has a basic understanding of the flow of the day. Wait until the end of the day to pass out any take home items (newsletters, postcards with magnets, etc.).

*JA programs are correlated to Arizona's College and Career Ready Standards in English Language Arts and Mathematics and Arizona K-12 Academic Standards in Social Studies. Additional national correlations can be found at [www.ja.org](http://www.ja.org).*