

## LEARNING EXPERIENCE OVERVIEW

# JA It's My Future<sup>®</sup> 1.0 JA in a Day

### ■ Work and Career Readiness

*JA It's My Future* offers practical information about preparing for the working world while still in middle school. Upon completing the program, students will be able to research potential careers in keeping with the interests and skills they hope to develop, and learn how to plan for and keep a job. Students will develop the personal-branding and job-hunting skills needed to earn a job.



The JA in a Day model, based on core content from the *JA It's My Future*, consists of five 45-minute sessions led by a volunteer. It is requested as a separate course that includes the online interactive content and materials (JA in a Day guide and student handouts). The JA in a Day model will receive five Instructional Contact Hours upon registration.

## FEATURES OF THE JA IN A DAY GUIDE FOR VOLUNTEERS AND TEACHERS:

- Format is redesigned for easy delivery of the JA in a Day model.
- Introduction and conclusion are specific to the JA in a Day model.
- Master List of Materials indicates the differences in use of materials between the standard and JA in a Day models.
- Additional Opportunities are not included.
- Must be downloaded from the online course in the JA Learning Platform to view and/or print locally.

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## CURRICULUM OUTLINE

Session	Objectives	Content Changes from Standard Implementation	Activities
<b>My Brand</b> 45 minutes	<ul style="list-style-type: none"> <li>Describe the elements of a brand.</li> <li>Recognize branding as a way to build positive reputations, personally as well as in the business world.</li> <li>Design a logo that expresses their personal brand.</li> </ul>	<ul style="list-style-type: none"> <li>Removed the logo debrief and sharing of personal logos.</li> </ul>	<p><b>Warm-Up:</b> Watch a video to examine a specific, well-known business and its brand. Define key terms.</p> <p><b>Activity 1:</b> Examine logos and taglines. Discuss having a personal brand.</p> <p><b>Activity 2:</b> Complete the personal brand handout. Design a logo to represent students' personal brand.</p>
<b>Career Paths, Clusters and High-Growth Careers</b> 45 minutes	<ul style="list-style-type: none"> <li>Define career clusters.</li> <li>Identify jobs in specific career clusters to further explore.</li> <li>Identify specific careers that are forecasted to have highgrowth rates.</li> </ul>	<ul style="list-style-type: none"> <li>Removed Walk and Talk sharing activity.</li> <li>Removed discussion portion of the activity debrief.</li> <li>Removed Career Matchup game.</li> <li>Combined Sessions Career Paths, Clusters and High Growth Careers.</li> </ul>	<p><b>Warm-Up:</b> Define key terms and learn about the 16 career clusters.</p> <p><b>Activity 1:</b> Take the Career Clusters Interests Survey and explore the results.</p> <p><b>Activity 2:</b> Define key terms about declining and high-growth careers. Play a Sorting Game in which students examine careers and sort them into two categories: high-growth or declining.</p>
<b>Career Mapping</b> 45 minutes	<ul style="list-style-type: none"> <li>Identify experiences and activities that provide foundational skills that are transferable to a future job.</li> <li>Plan significant milestones they need to reach to earn a particular job.</li> </ul>	<ul style="list-style-type: none"> <li>Added a Presentation Tip to play only one round of the Who Am I? game.</li> </ul>	<p><b>Warm-Up:</b> Play the Who Am I? game to guess a celebrity and his or her career destination. Discuss the celebrities in the game to identify the skills and experiences that helped shape their future careers.</p> <p><b>Activity:</b> Learn about a career map and examine a sample. Students complete their personal career map worksheet and share it with the class.</p>
<b>On the Hunt</b> 45 minutes	<ul style="list-style-type: none"> <li>Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references.</li> <li>Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>Recognize the basic construction of a resume and the skills that should be highlighted on it.</li> </ul>	<ul style="list-style-type: none"> <li>Removed the Two Facts and a Myth activity.</li> <li>Added a Presentation Tip to play only one round of the Create a Resume interactive activity.</li> </ul>	<p><b>Warm-Up:</b> Learn about the job-hunting process and define key terms.</p> <p><b>Activity:</b> Watch a video to learn five important resume tips. Learn about the proper format for a resume and select the correct skills and experiences to apply for a specified position. Learn interviewing tips and watch a video that focuses on the soft skills enthusiasm and attitude.</p>

(continued)

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Session	Objectives	Content Changes from Standard Implementation	Activities
<b>Soft Skills</b> 45 minutes	<ul style="list-style-type: none"><li>Define and differentiate between technical skills and soft skills.</li><li>Identify specific soft skills they already possess and those they need to improve on.</li></ul>	<ul style="list-style-type: none"><li>Removed the Sorting Skills game</li></ul>	<p><b>Warm-Up:</b> Watch a video about the soft skill communication and discuss as a class. Define key terms.</p> <p><b>Activity and Wrap-Up:</b> Complete the Soft Skills Self-Evaluation handout. In groups, students role-play some of the soft skills using a Role-Play Scenario card.</p>