

Teacher Guide





JA INSPIRE

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Program Snapshot

Junior Achievement's JA Inspire program is a five-session, teacher-led workforce readiness curriculum for 8th grade students. The program culminates with the JA Inspire Career Fair. The curriculum also includes a pre-program survey and post-program survey, and a post-Career Fair student reflection sheet.

Program Overview for Teachers

Junior Achievement programming came to Rhode Island in 1921 and has been a vital resource to Rhode Island's young people and the business and education communities ever since. With the assistance of twenty-two local business leaders, the state organization formally incorporated into Junior Achievement of Rhode Island, Inc. in 1949 in order to maintain a permanent, long-term presence in the state. Since then, Junior Achievement of Rhode Island's mission has been to inspire and prepare young people to succeed in a global economy.

- JA Inspire involves a coalition of educators and industry leaders, led by Junior Achievement of Rhode Island, to provide 8th grade students with hands-on experiences in considering high-wage/high-demand careers.
- Students will participate in three 45-minute activities in the classroom before the event and one 45-minute activity after the JA Inspire Career Fair.
- The 90-minute JA Inspire Career Fair experience will let students explore in an experiential, hands-on learning manner, various career opportunities in high-wage/high-demand industries.
- Exhibits at the JA Inspire Career Fair will include interactive career stations with mentors who will share their career advice with students and engage them with equipment, technology and the opportunity to "step into the shoes" of employees.

At the Career Fair, the day will begin with a welcome video and instructions for the students. Students will then enter the exhibitor area and will be required to interact with at least five exhibitors during their time at the venue. Students will interview and ask questions of the exhibitors/mentors and participate in some type of hands-on activity related to the job of the exhibitor's industry. Students will then depart the venue to return to school and complete the last activity and post-program survey.

Additional Resources

Additional resources, including a list of 'big ideas' for teachers and students and a list of expected student outcomes, are available on the Educators Section of the JA Inspire website at www.jainspireri.org/educators/resources.

Glossary

The following vocabulary words will be highlighted throughout the following sessions of JA Inspire. These definitions will also be available to students on a hand-out in Session Three.

Session 1

High-Demand/High-Growth Job: High-demand/high-growth means the amount of need there is for a job in an industry. For example, as the population gets older, the job demand for those who work with the elderly increases.

High-Wage Job: A high-wage job is defined in this analysis as one in an industry or occupation in which the average wage is at least 50% higher than the overall average.

Session 2

Career/Industry Clusters: Career clusters (sometimes also called industry clusters) are groups of similar and related firms in a defined geographic area that share common markets, technologies, worker skill needs, and which are often linked by buyer-seller relationships.

Career Planning/Career Plan: Developing a career plan or career planning is the continuous process of thinking about your interests, values, skills and preferences; exploring the life, work and learning options available to you; ensuring that your work fits with your personal circumstances.

Session 3

Soft Skills: Soft skills are the personal attributes you need to succeed in the workplace. Regardless of the job you're applying for, you need at least some soft skills (i.e. responsibility, perseverance). The other type of skill set employers seek are hard skills directly relevant to the job they are for which they are hiring.

Career Fair: A career fair is an event where employers offer information about their companies to people who are looking for (or interested about learning about) their offered jobs.

Session One

Careers and Personality

Overview

Students are introduced to the JA Inspire program and take an assessment to discover what jobs suit their personality.

Objectives

Students will be able to:

- Learn about and identify what jobs fit their personality.

Preparation and Materials

Prior to the start of this session, please have students complete the pre-program survey. The pre-program survey is included in your student materials. After students have completed the pre-program surveys, please collect and place them back in envelope for pick-up by JA staff.

Distribute all necessary forms (permission slip, video/photo media permission) and any other school required forms. Parents must complete these forms for students to participate in JA Inspire.

An online video is played during this session. Please make sure you have access to the internet and a projector that can be connected to a computer. If you do not have access to the internet, the JA Education department can provide you a DVD of videos. Please contact the JA office, if you require a DVD.

Review this session and prepare student materials.

- Student Materials are provided by JA
- Become familiar with lesson
- For additional resources or help please contact the Junior Achievement Education Team at 401-331-3850

NOTE: Students will need an email address to create an account on <http://japrofile.org>.

Recommended time to complete this lesson is 45 minutes.

VOCABULARY

High-Demand/High-Growth Job • High-Wage Job

Presentation

Introduction and
Pre-program survey
10 minutes

Introduction

Explain to the students that they will be participating in the JA Inspire program. The program is presented by Junior Achievement, an organization that seeks to inspire and prepare young people to succeed in a global economy. Provide a brief overview of the program, which contains five parts:

- Three 45-minute classes to prepare for the JA Inspire Career Fair
- One 90-minute visit to the JA Inspire Career Fair
- One 45-minute reflection activity after JA Inspire Career Fair

The JA Inspire Career Fair visit will offer students the opportunity to meet with employers, ask questions about the industry and allow young people the opportunity to explore jobs with interactive hands-on activities. Employers will be from all over Rhode Island and many companies will be from sectors that represent high-wage/high-demand jobs. The work students do in the classroom will prepare them for the JA Inspire Career Fair.

Pre-program survey

Present the pre-program survey to students and once completed, collect and place in provided envelope. JA Staff will pick up completed pre-and post-program surveys.

Activity

Lesson induction/retention questions

Use these questions for a quick guided discussion with your students - have selected students share their answers. (Suggested one minute per question.)

- There are many type of jobs, but which ones are best for you?
- There are high demand and high paying jobs in Rhode Island- where do you start looking to find ones that match your interests and personality?
- What does it mean when we say something is "in demand"?
- Are all high-demand jobs also high paying?

Video and
Assessments
27 minutes

Play the first JA Inspire video, which is an introduction to JA Inspire and discusses why career planning is important. All JA Inspire videos can be found on the JA Inspire website at www.jainspireri.org/video-library. A DVD of the videos is also provided for those classrooms that may not have internet access to the videos.

After the video, have students take the career assessment provided by Truity. Directions and registration are provided on the next page. A student hand-out has been provided for students. Share with students that finding the right career is important, as an adult you spend more time at work than doing anything else i.e., sleeping, eating, and watching television.

Make sure all of your students create a username and password and have logged-in prior to taking the assessment. This will ensure that their results are saved. It is also critical for students to write in their results on the bottom of the instruction sheet, as these results will be used in a future activity.

Please collect the Career Assessment Instruction sheets and save to use for next activity.

Summary and Review

Remind students that finding a job that fits their personality is important. Take a moment for students to share their observations with the class. Have students share some of their results.

- By show of hands: Was anyone surprised by their Career Surveyor Report results? Why or why not?
- Which industry/industries match your personality? Turn and share with a partner.

Answer any other questions they may have after completing the assessment.

CHECKLIST:

- ✓ **Pre-program survey completed and collected.**
- ✓ **Collect Career Assessment Instruction Sheet from students to be used in future lessons.**

Career Assessment Instructions

Registration

Student Name: _____

1. Go to <http://japrofile.org>, then click on "Create New Account" in the top right of the screen.
2. Following the on screen directions to create your account.
3. Once you've selected "Create Account" and are returned to the home page, you should be logged in. **Make sure you are logged in before proceeding to ensure your results are saved.** You can save your log-in information here:

Username: _____

Password: _____

4. Click on "Take the Assessment"
5. Once on the Career Profiler page, click on "next page" at the bottom of the screen to begin the assessment.
6. During the assessment you will not be able to advance unless you have answered all the questions.
7. The assessment consists of multiple sections. Be sure to fully complete all sections and click "next page" at the bottom of the page until finished.

The Results

After completing the assessment, you will be taken to your Career Surveyor Report. Under **Section 1: Your Interest Scores**, you will be given your primary interest area and the key values for this interest area. Below, write down three of the Key Values and three of the top Career Fields for your primary interest area:

Key Values

1. _____

2. _____

3. _____

Career Fields

1. _____

2. _____

3. _____

Once complete, return to your teacher for future use.

Session Two

Industry Research, Research, Research

Overview

Students are introduced to the top 22 industries in the country including Rhode Island's 15 high-wage/high-demand industries. Students also explore and research careers that match their personalities.

Objectives

Students will:

- Investigate the top 22 industries and Rhode Island's top 15 high-wage/high-demand industries
- Investigate career clusters
- Research careers that fit their personality

Preparation and Materials

Review this session and prepare student materials.

- Become familiar with the Career Cluster game
- Student Materials are provided by JA
- Group students in pairs or teams of three or four
- Follow instructions on answer key sheet
- Give students their worksheet from lesson one. There they will find the top careers that were selected from the personality assessment
- For additional resources or help, please contact the Junior Achievement Education Team at 401-331-3850

Recommended time to complete this lesson is 45 minutes.

Note: If there is no computer or internet access teachers can collect Job postings from classified ads section from local and state newspapers and pass out to students to do their research.

VOCABULARY

Career/Industry Cluster • Career Planning • Career Plan

Presentation

Introduction
3 minutes

Introduction

Briefly review the last session with students. Have one or two students share their top career fields based on their assessments. Review the vocabulary words on page 7.

Activity #1

Play the second JA Inspire video, which discusses what a career plan is and how to develop one. All JA Inspire videos can be found on the JA Inspire website at www.jainspireri.org/video-library.

Video and
Game
12 minutes

After video, group students in teams of three or four. Introduce students to the 22 Career Clusters. Write on chalk or white board the 22 career clusters. Clusters with an "*" are high-wage/high-demand industries in Rhode Island. (Do not denote on the board which are RI-specific industries.) Ask the students:

- 15 of these industries are high-wage/high-demand in RI. Which ones?
- Does your top career field from your Career Surveyor Report fit any of these industries?

Career Clusters

1. Agriculture*, Food and Natural Resources
2. Architecture and Construction*
3. Arts, Audio/Video Technology, and Communication*
4. Bioscience *
5. Business management and Administration
6. Commercial Fishing*
7. Defense *
8. Design *
9. Education and Training
10. Finance and Insurance *
11. Government and Public Administration
12. Green Energy*
13. Healthcare* and Health Science
14. Hospitality and Tourism *
15. Human Services
16. Information Technology *
17. Law, Public Safety, Corrections, and Security
18. Manufacturing *
19. Marine Trades and Composites *
20. Marketing and Sales
21. Science, Technology, Engineering, and Mathematics
22. Transportation*, Distribution, and Logistics

Career Cluster Game 5-7 minutes, **Teacher Answer Key** on page 9.

Now that students are teamed up and have reviewed the 22 Career Clusters, pass out the game packet. The packets contain career cluster Title, Description, and Job Examples cards. Have students shuffle the cards, then match the cards with the correct title, description, and job examples.

Allow students 5-7 minutes to place cards in correct order. Then review and correct responses with them. Ask students to keep track of career clusters they would like to learn more about. Explain that acquiring the education and skills needed to be good at a job makes you a competitive candidate, but can take years to accomplish.

Session Two: Career Cluster Game

Introductions

1. Group students in teams of 3 - 4. Give each team a Career Cluster Game set.
2. Have students separate each piece at the perforations.
3. Have students shuffle one set of titles, one set of descriptions, and one set of job examples for each group of students.
4. For more information about the career clusters, ask students to visit www.ed.gov. For information about specific job positions, visit www.bls.gov or www.launchmycareerri.org.

Title	Description	Job Examples
1. Agriculture, Food, and Natural Resources	Careers related to all aspects of agricultural products and resources, including plant and animal products and resources.	<ul style="list-style-type: none"> • Farmer/ Rancher • Veterinarian • Water Quality Manager
2. Architecture and Construction	Careers for those who design, plan, manage, build, and maintain structures.	<ul style="list-style-type: none"> • Architect • Electrician • Surveyor
3. Arts, Audio/Video Technology, and Communication	Professionals who design, produce, exhibit, perform, write, and publish multimedia content, such as within the arts, journalism, and entertainment.	<ul style="list-style-type: none"> • Actor • Animator • Desktop Publishing Specialist
4. Bioscience	This industry is comprised of 5 sectors; drugs & pharmaceuticals; medical devices & equipment; research, testing & medical labs; feedstock & biofuel, and bioscience-related distribution.	<ul style="list-style-type: none"> • Technical Writer • Medical Lab Technologists • Quality Control Systems Managers
5. Business Management and Administration	Careers for those who plan, organize, lead, and evaluate functions for running a business.	<ul style="list-style-type: none"> • Accountant • Human Resources Manager • Sports/Entertainment Manager
6. Commercial Fishing	The commercial fishing industry is one of the largest, and oldest, market sectors in the world. It includes everything from traditional fishing on the open seas, to inland aquaculture operations, to freshwater recreational angling.	<ul style="list-style-type: none"> • Aquaculture Manager • Seafood Processor • Fish and Game Warden
7. Defense	This industry crosses over many other industries and is critical to managing our national, state and local defense.	<ul style="list-style-type: none"> • Computer Systems and Software Developers • Navigation Equipment Manufacturers • Submarine Fabricators
8. Design	Professionals in this field are creative problem solvers who create new ways to improve our lives, whether by designing spaces, products, communications or experiences.	<ul style="list-style-type: none"> • UX/UI Designer (User Experience / User Interface Design) • Game Designer • Architect
9. Education and Training	Careers related to all aspects of education, training, and learning-support services, such as administration and professional support services.	<ul style="list-style-type: none"> • Coach • Social Worker • Teacher

10. Finance and Insurance	Professionals who provide services for financial and investment planning, banking, insurance, and business financial management.	<ul style="list-style-type: none"> • Actuary • Loan Officer • Tax Preparer
11. Government and Public Administration	Professionals who plan and execute government functions at the local, state, and federal levels, including national security, foreign service, planning, revenue and taxation, and regulations.	<ul style="list-style-type: none"> • Ambassador • Military Officer • Tax Attorney
12. Green Energy	Careers related to the research, development, and manufacture of solar power, wind power, geothermal energy, biofuels, and hydropower.	<ul style="list-style-type: none"> • Civil/Mechanical Engineers • Recycling and Waste Management • Solar Panel Installer
13. Healthcare and Health Science	Careers for those who provide and manage therapeutic services, diagnostic services, health information, support services, and biotechnology research.	<ul style="list-style-type: none"> • Emergency Medical Technician (EMT) • Home Health Aide • Nutritionist
14. Hospitality and Tourism	Professionals who assist people with their recreational and entertainment needs in the restaurant industry, food/beverage services, lodging, travel and tourism, and amusement and attractions industries.	<ul style="list-style-type: none"> • Food Service Manager • Pastry/Specialty Chef • Tour/Travel Coordinator
15. Human Services	Careers related to families and human needs, such as counseling and mental health services, community services, personal care, and consumer services.	<ul style="list-style-type: none"> • Cosmetologist • Insurance Rep. • Licensed Professional Counselor
16. Information Technology (IT)	Careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.	<ul style="list-style-type: none"> • 2D/3D Artist • Database Administrator • Webmaster
17. Law, Public Safety, Corrections, and Security	Professionals who provide or manage legal services, public safety, protective services, and homeland security, including professional and technical support services.	<ul style="list-style-type: none"> • Attorney • Hazardous Materials Responder • Park Ranger
18. Manufacturing	Professionals who process materials into products and related professional and technical support activities.	<ul style="list-style-type: none"> • Assembler • Plumber/Pipe Fitter/Steam Fitter • Quality Control Tech.
19. Marine Trades and Composites	Careers related to boat building, engineering and marine electronics are found in this industry that is vital to Rhode Islands' fresh and salt water economies.	<ul style="list-style-type: none"> • Ship Builders and Restorers • Composite Materials Fabricators • Marine Electrician
20. Marketing and Sales	Careers related to marketing activities for an organization, such as brand management, professional sales, merchandising, marketing communications, and market research.	<ul style="list-style-type: none"> • Art/Graphics Director • Entrepreneur • Sales Executive
21. Science, Technology, Engineering, and Mathematics (STEM)	Professionals who manage and conduct scientific research and professional and technical services (e.g. physical science, social science, engineering), including laboratory and testing services and research and development services.	<ul style="list-style-type: none"> • Aerospace Engineer • Marine Scientist • Radio/TV Broadcast Technician
22. Transportation, Distribution, and Logistics	Careers related to the movement of people, materials, and goods by road, pipeline, air, rail, and water, and related professional and technical support services.	<ul style="list-style-type: none"> • Aviation Inspector • Environmental Scientist/Specialist • Heavy Truck Driver

Activity #2

Give students their worksheet from Session One. In addition, handout student worksheet for Session 2 - **Student Career Research Worksheet**.

Directions:

1. Have students go online to www.onetonline.org.
2. Under "Find Occupations", click on "Industry."
3. Have them select an industry from the drop-down menu that would include the career pathway from their Career Surveyor or other industries that interest them.
4. Review list of jobs/occupations.
5. Select three jobs that are of interest and write in the answers in the boxes below. Note that the student can select three jobs from multiple industries

Job #1 - SAMPLE	
Industry <u>Accommodation and Food Service</u>	Job Title <u>Front Desk Associate</u>
Education Level <u>HS Diploma</u>	Wages <u>\$10.61 per hour</u>
Skills Needed <u>Social perceptiveness, service orientation, active listening</u>	
Certifications <u>Certified Front Desk Representative (AH&LA)</u>	
Other notes of interest <u>(i.e related occupations, work values, work styles, etc.)</u>	

Summary and Review

After students have completed their research, have them share their results with class.

- Ask students what they thought about the research they collected about the jobs they are interested in doing.
- Was anyone surprised on skills, experience, or education needed?
- What was their reaction to the salary or wage earnings?

Session Two: Student Career Research Sheet

Student Name: _____

Directions

Research your top industries from Session One that best fit your personality. Go to www.onetonline.org to start your search. Please research up to three of your top industries from your personality assessment.

1. Go online to www.onetonline.org
2. Under "Find Occupations", click on "Industry"
3. Select an industry from the drop-down menu that would include the career field from your Career Surveyor Report or other industries that interest you
4. Review list of jobs/occupations
5. Select three jobs that are of interest and write in the answers in the boxes below. Note that you can select three jobs from multiple industries

Job #1

Industry _____ Job Title _____

Education Level _____ Wages _____

Skills Needed _____

Certifications _____

Other notes of interest _____

Job #2

Industry _____ Job Title _____

Education Level _____ Wages _____

Skills Needed _____

Certifications _____

Other notes of interest _____

Job #3

Industry _____ Job Title _____

Education Level _____ Wages _____

Skills Needed _____

Certifications _____

Other notes of interest _____

Of the jobs you selected, are there companies in Rhode Island that offer these jobs? If so, which ones?

Career Clusters

During **Session 2: Industry Research, Research, Research** you will be introduced to the following twenty-two national career clusters. The career clusters highlighted in green are recognized as Rhode Island's high-wage/high-demand clusters as identified by the Governor's Workforce Board and RealJobsRI.

1. Agriculture, Food and Natural Resources
2. Architecture and Construction
3. Arts, Audio/Video Technology, and Communication
4. Bioscience
5. Business Management and Administration
6. Commercial Fishing
7. Defense
8. Design
9. Education and Training
10. Finance and Insurance
11. Government and Public Administration
12. Green Energy
13. Healthcare and Health Science
14. Hospitality and Tourism
15. Human Services
16. Information Technology
17. Law, Public Safety, Corrections, and Security
18. Manufacturing
19. Marine Trades and Composites
20. Marketing and Sales
21. Science, Technology, Engineering, and Mathematics
22. Transportation, Distribution, and Logistics



Session Three

Do You Have the Skills

Overview

Students need to know the skills and education requirements to be successful at a job.

Objectives

Students will be able to:

- Review vocabulary
- Continue research on the top 22 industries and Rhode Island's top 15 high-wage/high-demand industries
- Demonstrate self-awareness of their soft skills in work scenarios
- Prepare for off-site JA Inspire Career Fair

Preparation and Materials

Review this session and prepare student materials:

- Become familiar with the Soft Skills activity.
 - Student Materials are provided by JA.
 - Give students the Parent Take-Home Letter and remind them to bring signed permission slips.
 - Have students fill out their take home letter with key values and career interests.
-
- Extended Learning Activity – Students interview parent, relative or guardian. **Consider extra credit or reward for completing this task.**
 - For additional resources or help please contact the Junior Achievement Education Team at 401-331-3850

Recommended time to complete this lesson is 45 minutes.

Site Visit Expectations

This is the last session before the JA Inspire Career Fair. Be sure to review the site visit expectations with your students prior to the JA Inspire Career Fair.

1. At the beginning of the Career Fair, each student will receive a handout. They will be asked to write responses and observations on the handout throughout their visit. Each student is required to visit three employer booths and two education booths. Reinforce that completing these requirements is to successfully complete the JA Inspire Program. Once on site, students will have 90 minutes to visit at least five booths.
2. Review expectations about student behavior during their visit:
 - a. It is important to be engaged with employers and ask questions
 - b. Dress for success
 - c. Remove headphones and cellphones should not be out
 - d. Obey all posted signs and rules from teachers, JA staff and exhibitors
3. If classroom management or special needs are a concern, please let JA staff know immediately.

Presentation

Introduction
5 minutes

Introduction

Briefly review the last two sessions with students. Have one or two students share their top industries based on assessment, jobs they researched, skills needed, and wage information. Additionally, review the 15 high-wage/high-demand industries in Rhode Island.

1. Agriculture
2. Bioscience
3. Commercial Fishing
4. Communications
5. Construction
6. Defense
7. Design
8. Finance and Insurance
9. Green Energy
10. Healthcare
11. Hospitality
12. Information Technology
13. Manufacturing
14. Marine Trades and Composites
15. Transportation

Activity #1

Play the third, fourth, and fifth JA Inspire videos, which discuss essentials skills - **Interacting to Learn, Asking the Right Questions, and What to Expect.**

All JA Inspire videos can be found on the JA Inspire website at www.jainspireri.org/video-library.

Video and
Activities
30 minutes

After the video, discuss with the students:

- Why is it important to ask the right questions of an employer?
 - (Let students know that the questions on “The Interview” extended learning activity sheet are examples of good questions to ask. Additional sample questions will also be available in the Student Career Fair Guide that they will receive at the RI Convention Center.)
- Why is neat, clean and professional dress important when seeking a job?

Activity #2

Soft Skills Activity

Hand-out the soft skills and vocabulary sheet to students. Discuss with them the meaning of soft-skills and review some samples with them.

Soft Skills – Soft skills are the personal attributes you need to succeed in the workplace. Regardless of the job you’re applying for, you need at least some soft skills. The other type of skill set employers seek are hard skills directly relevant to the job they are for which they are hiring.

VOCABULARY

Soft Skills • Career Fair

Soft Skills Game 10 - 15 minutes

Explain to students they will have a chance to reflect on their current soft skills.

1. Designate one wall of the classroom with the word **Strong** and the opposite wall as **Needs Improvement**.
2. Tell the students that you will read a soft skill that is needed in the workplace. Students will consider whether they are generally strong at that skill or if they need improvement before they enter the world of work.
3. They will move to one side of the room that most closely matches their assessment of themselves. They cannot stay in the middle – they must commit to one side or the other.
4. Then you will read a workplace scenario related to a soft skill. Have students consider whether their self-assessment changes on that specific scenario. They should move to the other side if it does.
5. The Soft Skills and Scenarios are found below.

Soft Skills and Scenarios

A. Responsibility

- I take personal responsibility for my actions.
- One hour before I am scheduled to be at work, my ride cancels on me. I am responsible to find a way to work, even if it is inconvenient or uncomfortable for me.

B. Perseverance

- I can persevere (stay the course) even when conditions are unpleasant.
- I was up for a promotion. I believe I was the best candidate, but my company gave the promotion to someone else. I can persevere and keep a positive attitude and do my job well.

C. Initiative

- I take initiative when necessary without being told by others.
- I was given four hours to complete a task at work. I was almost done after two hours when a coworker told me to slow down or the boss would give me more work. I took the initiative to finish up that task early and then took care of other work that was needed to be done.

D. Leadership

- I can demonstrate leadership when its needed.
- My coworkers were loudly complaining about work and gossiping about other coworkers while customers were nearby. I persuaded them to talk about a more positive subject and lower the volume of their conversation.

Summary and Review

Ask students to reflect on the activity and choose one soft skill to improve over the next few weeks. Emphasize that these skills are valued by almost all employers regardless of the specific job position. Remind students of the JA Inspire Career Fair. Ask them to dress for success, come prepared to ask questions and participate with the employers. In addition, send students home with the letter to their parent/guardian with permission slip (and remind them to bring back signed) and extended learning activity.

Dear Parent/Guardian:

Your student is currently participating in the JA Inspire program at his or her school. The JA Inspire program is a coalition of educators and industry leaders, led by Junior Achievement of Rhode Island, to provide 8th grade students with hands-on experiences in considering careers, especially high-wage/high-demand careers in Rhode Island.

As your student starts to explore high school and higher education options, the JA Inspire program will help showcase the opportunities that are waiting for them when they complete their education. This program is designed to help your student create a pathway for success.

To date, your student has completed three 45-minute activities in the classroom where he/she has taken a career interest and skills assessment, researched career clusters, including RI's high-wage/high-growth industries, and learned about the soft skills that employers will be looking for. Next, your student will participate in a Career Fair capstone experience.

The Career Fair will begin with a welcome and instructions for the students. Students will then enter the exhibitor area and will be required to interact with at least 5 exhibitors during their time at the venue. Students will interview and ask questions of the exhibitors and participate in some type of hands-on activity related to the job of the exhibitor's industry. Students will have 90-minutes to complete their interviews and then return to school and complete a reflection activity.

JA has designed a website, www.jainspireri.org, where parents can further explore the JA Inspire program. We hope that you will visit the site to see the tools that are available to help you as a parent/guardian assist in your students' education and career planning.

Sincerely,



Lee Lewis
President
Junior Achievement of Rhode Island

P.S. – As mentioned above, your student has taken the Truity Career Profiler Assessment. The assessment identified the following primary interest area for your student and career fields in that interest area:

Student Name: _____

Primary Interest Area: _____

Key values for my primary interest area:

Top career fields for my primary interest area:

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Extended Learning Activity The Interview

Student Name: _____

Directions

Student to interview a parent, guardian, or adult about their company and their career.

Name of the person you interviewed: _____

Question to ask during the interview.

1. What company do you work for? _____
2. What is your job title? _____
3. What does it take to be successful at your job? _____

4. What do you most like about your job? _____

5. What kind of education or skills did you need to get this job? _____

6. What advice would you give someone who wants to get into this industry? _____

Session Four

JA Inspire Career Fair

Overview

Today is the big day, the site visit, to the JA Inspire Career Fair. Teachers and students should come prepared to interact with exhibitors from Rhode Island's business and education communities. Please refer to pages 1 and 14 for more information regarding the site visit.

Objectives

Students will interact with local employers/exhibitors and learn about the different careers in Rhode Island. In addition, students will have the opportunity to learn about creating a career pathway from high school and beyond.

Preparation and Materials

When your school arrives on site, you will be directed to the JA Launch Area for a quick introduction from JA staff and local leaders. After the introduction, JA staff will instruct your students with the requirements of the 90 – minute Career Fair.

- Students will also be given a Student Career Fair Guide to take notes and write about their interactions with exhibitors.
- At the end of the 90 – minute Career Fair, JA Staff will direct students and teachers with departure instructions.
- Collect the Student Career Fair Guides, which will be given back to the students for their Session Five reflection activity.

Teacher Tips

- Prepare students prior to the JA Inspire Career Fair about requirements.
- Teachers should come to the career fair with a student attendance list.
- Students and teachers must return on the same bus that they arrived on.
- Teachers should review students guides to ensure that students visited at least five exhibitors.

Session Five

Reflection

Overview

Students reflect on and write about the JA Inspire Career Fair and activities throughout the program.

Objectives

Students will be able to:

- Identify high-wage/high-demand industries
- Have a better understanding of soft skills
- Have a better understanding of researching careers
- Have a better understanding of industries in Rhode Island
- Have a better understanding of jobs that suit their personality

Preparation and Materials

At the conclusion of this session, please have students complete the post-program survey. The post-program survey is included in your student materials. After the students have completed the post-program surveys, please collect and place back in envelope for pick-up by JA staff with the reflection sheets.

- Review the session and prepare hand-outs
- Reflection worksheet
- Post-Program survey
- Students may keep their Student Career Fair Guide and Reflection Sheet or you can collect and place in their ILP folder.

Recommended time to complete this lesson is 45 minutes.

Presentation

Introduction
10 minutes

Introduction

Review with students lessons 1-3 and their experience at the JA Inspire Career Fair. (5-10 minutes)

Ask students the following questions:

- Who can name three of Rhode Island's top high-wage/high-demand industries?
- Where can you go on the internet to research a job or career?
- Who can name a soft skill?
- What did you enjoy most from the JA Inspire Career Fair?
- What company had the coolest job?
- What did you learn from your favorite employer?

Activity #1

Play the sixth JA Inspire video, which discusses **reflection and next steps**. All JA Inspire videos can be found on the JA Inspire website at www.jainspireri.org/video-library.

Video and
Reflection
30 minutes

Activity #2

Reflection Worksheet

- Handout the Student Career Fair Guides back to the students. The students can use their notes from the career fair to help them reflect on what they learned.
- Have students fill-out Reflection Worksheet. (15 Minutes)
- When completed, discuss as a class the students' answers. (10 minutes)
- **After activity, handout post-program surveys for students to complete.**
- **Please collect all post-program surveys and return to envelope for JA staff to pick-up along with the Reflection Sheets.**
- **Students may keep their Student Career Fair Guide and Reflection Sheet or you can collect and place in their ILP folder.**

Session Five: Reflection Sheet

Student Name: _____

Directions

Please answer all questions listed below. Return to teacher when complete.

1. What industry did you find most interesting?

2. What job did you find that matched your personality?

3. Describe which hands-on activity did you enjoy the most.

4. What did you learn from the hands-on activity from question 3?

(turn over)

5. List 2-3 soft skills that any employer mentioned at the Career Fair that you need to succeed.

6. What was the highest level of education needed to get a job from an employer you spoke with?

7. What college or high school program did you explore at the JA Inspire Career Fair?

8. If you were to research a new career from the JA Inspire Career Fair what would it be and why?

9. List an online job research site.



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