



Tenacity



Employability Skills Curriculum

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UNIT 1

Introduction: For the Educator

The Tenacity Employability Skills Curriculum centers on the development of three character strengths: poise, initiative and tenacity. The objective is to train students to adopt and apply these three character strengths to their own professional work habits. This overarching philosophy binds each discrete lesson into a coherent theme. While Tenacity teaches the acquisition of individual skills, it goes further to develop the habits and mindsets that will make students successful for the duration of their careers.

This curriculum's logic is that a students' adoption of the three character strengths will support their acquisition — and advancement — of any given professional skill. Yes, individual professional skills like resume writing, public speaking and professional dress are necessary, but they are not sufficient for success in life after high school. Fundamentally, the character strengths of poise, initiative, and tenacity speak to the manner in which one approaches challenges and the learning process. Too often, one's attention on goals and aspirations diverts one's focus away from the attitudes and mindsets required to fulfill those goals and aspirations. Goals are certainly important, but goals should not supplant a disciplined focus on the processes

that bring the goals to fruition. Placing value in the process of the work itself, as opposed to the resulting rewards, leads one to have a more satisfactory work life. It leads one to develop an appetite for labor that is critical to a fulfilling career. This is what Tenacity aims to communicate to students.

Character strengths are more meaningful to students and teachers than any particular lesson about a professional skill. The argument that a student's ability to craft a resume is the make-or-break moment for their career is disingenuous. There is, however, much truth to the claim that the poise, initiative, and tenacity that students develop in the course of grappling with drafting a resume, or whatever professional skill they happen to be developing, will better equip them to pursue future professional positions.

The focus on character strengths is a philosophy that is applicable well beyond the bounds of professional life. It better equips students to engage the array of both personal and professional challenges they are bound to encounter.

Tenacity is about building strong men and women. Success is what follows.



Tenacity Facilitator Guide

The tenacity curriculum is designed to build upon itself. It is most effective if each module is taken as a part of a whole instead of as separate individual lessons. Each activity has a suggested time allotment. The common thread of the key character traits — poise, initiative, and tenacity — are woven throughout each lesson and should be reinforced by the facilitator. This allows for continuous and intentional reinforcement of key skills for students as they strive to become career ready!

The outline of the curriculum follows the same pattern throughout. Each lesson will do the following:

- Set forth specific objectives. The beginning of each lesson outlines the skills students will be able to (SWBAT) demonstrate following the session.
- Highlight key takeaways. The main ideas of each lesson are explicitly listed at the beginning of the modules.
- Provide context through the introduction. The facilitator

is given opening directions on how to introduce each new lesson to the students.

- Provide guided practice for facilitators to lead students through new concepts. This section is interactive and engaging for the students.
- Allow for independent practice. Students will work toward mastery of the new skills and concepts gained during the previous portions of the lesson.
- Check for understanding. The instruction will lead students through closing activities in order to verify participants' ability to recall and comprehend the new ideas and knowledge gained during the lesson.

* In addition to the check for understanding questions, at the end of this curriculum you will find questions that support more rigorous instruction.

Lesson 1: Student Introduction

Objective:

SWBAT demonstrate their understanding of the three key character traits (poise, initiative, and tenacity) by describing the professional value of the attributes and providing examples of behaviors that exhibit them.

Key Takeaways:

The Tenacity curriculum centers on the development of three key character traits: poise, initiative and tenacity.

Introduction (10 minutes)

1. **Activity 1: Definitions** – As students enter the classroom, randomly hand each student an envelope with one of the key traits and its definition. Instruct students to independently read the definition of their trait. Have students write down an example of a time they, or someone they are familiar with, exhibited that trait. Have students share with the group. Explain to students that the employability skills they will learn in this curriculum will always relate back to these three character traits.

Guided Practice (20 minutes)

2. **Activity 2: In the Media, on the Big Screen** – Select several of the links in Activity 2 and play these clips, or portions of these clips, to the class. Have students identify how the individuals in the clips exhibit, or do not exhibit, poise, initiative and/or tenacity. *Optional guest speaker – Invite a guest speaker who can speak to the importance of these three traits through personal experience.

Independent Practice (15 minutes)

3. **(10 minutes)** Have students get into groups of three. Assign each group one of the three character traits and have each group develop two skits; one skit should be an accurate representation of the trait, and the other should be a poor representation of the trait. Have audience members identify the message being conveyed in each skit. Remind the class that respectful behavior should be used throughout.
4. **Activity 3: Self-Assessment (5 minutes)** – Have students complete the **Employability Skills Self-Assessment** completely and honestly. Before students leave for the day, collect these assessments and place them in a secure envelope. These will be redistributed and revisited at the end of the last lesson or after completion of each student's internship.

Check for Understanding (5 minutes)

5. Have students complete an exit ticket answering the questions: Which one of these traits do I need to work on the most this year? Why?

L1: Activity 1 – Definitions

As students enter the classroom, randomly hand each student an envelope with one of the key traits and their definitions. Instruct students to independently read the definition of their word. Have students write down an example of a time they, or someone they are familiar with, exhibited this characteristic.

Poise:

A dignified, self-confident manner or bearing; composure; self-possession. (A.K.A. – The art of keeping it together or not losing your cool)

Initiative:

Readiness and ability in initiating action; serving to set in motion. (A.K.A. – The ability to get things done without waiting for others to take action)

Tenacity:

The quality of being tenacious, or of holding fast; persistence. (A.K.A – Relentlessly pursuing success, never giving up)



L1: Activity 2 – In the Media, on the Big Screen

Below is a list of links to videos of professionals exhibiting, instilling, promoting, and/or championing the characteristics of poise, initiative, and tenacity. Play a select video clip and have students try to determine which character traits are or aren't being displayed.

Initiative

<https://www.youtube.com/watch?v=UZb2NOHPA2A>

The Pursuit of Happyness – “Go for It” scene

Which of the three qualities is the father trying to instill in his son?

Initiative

<https://www.youtube.com/watch?v=NIqOhxQ0-H8>

The story of Malala Yousafzai

How has Malala shown initiative in her life? How has she shown tenacity?

Poise

https://www.youtube.com/watch?v=2eye3f6xk_g

Flight – “Take off scene”

What characteristics are the two characters showing?

Poise

<https://www.youtube.com/watch?v=pfAWJ3dMhrk>

Obama confronts hecklers to avoid conflict

How does President Obama handle this situation?

Tenacity

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en

Rita Pierson – Every kid needs a champion

How has Ms. Pierson shown tenacity in her career?

Tenacity

<https://www.youtube.com/watch?v=t2G8KVzTwfw>

Derek Redmond – Finishing what he started

How did Derek show tenacity? How did his father show poise?

Tenacity

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

Inky Johnson – Impose your will

How would you describe Inky Johnson? How is he tenacious?

L1: Activity 3 – Self-Assessment

Employability Skills Rubric

Please complete this employability skills assessment honestly. This assessment will help you consider areas for growth. Your ability to improve will be considered more valuable than your baseline score when it comes to your consideration for internship placement.

Poise	1 = Below Standards/Expectations	2 = Meets Standards/Expectations	3 = Exceeds Standards/Expectations
First Impression: Makes a positive first impression when meeting people	I do not act respectfully towards others. I do not typically display professional or responsible behavior.	I am usually respectful towards others and display professional and responsible behavior. I sometimes lack confidence.	I use confident body language. I am always respectful towards others and always display professional and responsible behavior
Professional Dress: Understands how to dress professionally for a variety of occasions	I rarely dress appropriately for the occasion.	I usually am appropriately dressed for the occasion.	I am always appropriately dressed for the occasion.
Attitude: Is aware of how actions affect other people	I act with little concern for what others think. I am not always respectful towards others. I tend to be a negative person.	For the most part I treat others respectfully by being polite. I usually consider how my actions affect others. I try to be positive.	I always treat others respectfully. I use positive vocal or facial expressions and body language. I am a positive person and I project positivity.
Professional Communication: Knows how to code switch and communicate professionally	I frequently use inappropriate language. I often display disrespectful behavior.	For the most part I communicate respectfully, using appropriate language. I am not always sure what language is appropriate in different scenarios.	I always communicate respectfully, using appropriate language suitable for the professional work environment. I have mastered the art of code switching.
Public Speaking: Is comfortable speaking in front of a large professional audience	I frequently use inappropriate language. I often display disrespectful behavior. I lack skill in public speaking. I often mumble, speak too low, and stumble over words. Public speaking makes me uncomfortable.	For the most part I am comfortable speaking in front of large audiences, but I need to work on my delivery.	I always speak using appropriate language, volume, clarity and tone. I am very comfortable speaking in front of large groups.
Initiative	1 = Below Standards/Expectations	2 = Meets Standards/Expectations	3 = Exceeds Standards/Expectations
Organization: Understands how keep oneself organized	I often do not come to class/work prepared. I have trouble finding things that I need. I lack basic organizational skills	For the most part I am prepared for class/work and I rarely have trouble finding things that I need. Organization isn't a problem for me.	I am always prepared for class/work, and I have exceptional skill when it comes to organizing things for myself and others. Other people would describe me as being organized.
Time management: On time. Rarely absent at school and at work.	I am frequently absent and/or late to class or work. I have more than three unexcused absences at school/work this year.	I am almost always on time, but I am occasionally late. I am almost never absent from school/work.	I am always on time and I am never absent without a valid excuse. I can remember maybe one time I have been unexpectedly absent this year.
Banking: Has one or more bank accounts and understands basic banking concepts	I do not have a bank account and I do not understand much about banking, credit, or savings.	I have a bank account and I know how to use it, but I am not sure that I understand basic banking skills.	I have a bank account(s) that I regularly use and I fully understand most basic banking skills and financial literacy skills regarding checking, savings and credit.
Resume Writing: Has a well written professional resume	I do not have a professional resume.	I have an up to date resume, but it contains errors and can be improved. Or, I have a resume but I'm not sure it is up to date.	My resume is perfect in all aspects including, grammar, formatting and descriptions of experiences and skills. I know where the most up to date version of my resume is.

Tenacity	1 = Below Standards/Expectations	2 = Meets Standards/Expectations	3= Exceeds Standards/Expectations
Branding: Knows how to effectively brand oneself in a professional manner	I don't really think much about how others see me and I don't really care. I don't see the importance of what others think about me.	I understand how the way others see me can be important to my success in life, and I try to project my best self at all times.	I am very aware of how others see me and I have mastered the art of crafting my own personal brand so that I am always projecting my best self in the way that I want.
Networking: Knows how to network successfully in a professional setting	I tend to lack self-confidence and I do not like being social, particularly around strangers. I rarely introduce myself to new people.	I have self-confidence and I enjoy being social, but I don't particularly go out of my way to meet new people unless there is some obvious reason that I should.	I project self-confidence and consistently seek out new contacts both personally and professionally. I go out of my way to introduce myself to new people all the time.
Social Networking: Utilizes social media in a professional capacity	I either have no social media presence or my social media presence is inappropriate for work.	I have a social media presence, but it is not particularly work focused in any way. I don't say/do crazy things online, but I also don't think much about it.	My social media presence is strong and very professional. I have multiple social media accounts that project my best professional self and I am active on these accounts.
Interviewing Skills: Knows how to interview and i interviews well.	I have never practiced interviewing skills before and I do not feel confident interviewing. If I had a job interview next week, I wouldn't know how to act.	I have practiced basic interviewing skills such as handshakes, eye contact, frequently asked questions, etc. but I have multiple areas for improvement that I need to work on.	I have practiced interviewing skills quite a bit and I am very confident going into job interviews. I have few areas to improve upon and I welcome the opportunity to interview.



UNIT 2:

Poise: The Art of Keeping It Together

Lesson 2: First Impressions – Making an Impact

Objective:

SWBAT demonstrate how showing poise can be impactful in professional first impression scenarios.

Key Takeaways:

First impressions are onetime events that are critical and happen quickly.

Introduction (5 minutes):

1. As students enter the classroom, greet each student with a high degree of professionalism. Greet students by name with a firm handshake and eye contact. After the class has assembled, have students share their feelings about how they were greeted when they entered the class. The facilitator will record responses on the board.

Guided Practice (15 minutes):

2. **Activity 1: Anonymous First Impressions** – Have students complete the anonymous first impressions activity. Come back together as a class and ask students to reflect on the activity. *Optional guest speaker – Have a guest speaker be the one making the first impression.

Independent Practice (10 minutes):

3. **Activity 2: Custom Introductions** – Have students complete customizing the professional introduction.

Check for Understanding (5 minutes):

4. Ask students which of the three character traits are needed to make a strong first impression. Can someone be shy or nervous and still show poise?
5. Explain to students that they will greet you again as they exit the classroom. Encourage students to leave a lasting impression that maintains professionalism and demonstrates individuality and poise.

L2: Activity 1 – Anonymous First Impressions

Tell the students they are to going to meet a mystery guest. Invite a guest into the classroom that the students are not familiar with and have the guest introduce themselves. Instruct the guest speaker to discuss a specific topic, but do not allow them to reveal too much about themselves. Feel free to instruct the guest to exhibit certain characteristics, act a certain way, or simply be themselves. Do not allow time for questions. After five minutes, have the guest depart.

After the brief introduction, have the students write down their first impressions of the individual. Encourage respectful critiques and observations. Have students try to answer basic questions about the individual's profession, background, interests, personality, etc. Discuss the assumptions that are made by the class. What prior information might play a role in our assumptions? How does bias effect our first impressions? Why does this make first impressions so important?

After the discussion, bring the guest speaker back into the room and have them answer more in depth questions about themselves. Allow students to ask questions.

Projecting Good Impressions

After discussing the questions above, have the class make a list of behaviors that are associated with positive first impressions. Example traits might include:

- Poise
- Humor
- Attentiveness
- Display of a positive attitude
- Giving direct eye contact
- Demonstrating confidence through speech and body posture
- A firm handshake

L2: Activity 2 – Custom Introduction

Explain that in a professional setting first impressions begin with the introduction. A positive professional introduction might include:

- A firm handshake
- Positive body posture
- Direct eye contact
- Poise

Model a strong professional introduction. Have the students separate into groups of two to practice working on strong introductions. Explain that students will greet you again as they exit the classroom. Encourage students to leave a lasting impression that maintains professionalism and demonstrates individuality and poise. Continue this greeting throughout the course. Make it a habitual action to do when coming into the classroom before each session. This will allow students to build a good habit of doing this at their internship and in future professional interactions.

Lesson 3: Professional Dress – Looking the Part

Objective:

SWBAT identify what it means to dress professionally and why professional dress matters.

Key Takeaways:

Your professional attire should reflect the professional attitude and style of your work environment.

Introduction (5 minutes):

1. **Central Questions:** What is a uniform? Why do people wear uniforms? For what occasions? Explain that a uniform is a standard outfit for a specific purpose that does not vary or change. How is professional attire like a uniform? How is it different than a uniform?

Guided Practice (20 minutes):

2. **Activity 1: What's in a Uniform? (10 minutes)** – At the end of the activity, ask a few students about their clothing. Central Questions: Do you wear a uniform every day? Do you wear the same kinds of clothes for every occasion? If you do not, what is the reason you change outfits? What do the articles of clothing you have on say about you at any given time?
3. **Activity 2: Professional Dress Code (10 minutes)** – Identify the occasions upon which one might wear apparel in each category of the professional dress code.

Independent Practice (25-30 minutes):

4. **(5 minutes)** Remind students about the importance of first impressions. Point out that one's appearance plays a role in how they are perceived. Central Questions: How might your appearance impact you in a professional setting? Without changing your everyday dress, how could you present a more poised appearance in your attire?
5. **Activity 3: Are You Dressed the Part? (20-25 minutes)** – Live model activity. *Optional guest speaker – Have guest speakers come in to model different types of professional dress.

Check for Understanding (3 minutes):

6. Have the students describe the dress code most appropriate for an informational interview. Have students consider how dress is related to poise.

L3: Activity 1 – What’s in a Uniform?

Show students a slideshow of pictures (at least 4) of people in a variety of uniforms. Include popular people and characters. Ask students to identify what each person’s uniform is saying about them (i.e. personality, poise, work ethic, etc.). Encourage students to observe specific things like: Is the uniform attractive, neat and clean? Have the students identify what the person does, and how that is reflected in their uniform.

L3: Activity 2 – Professional Dress Code

Ask the students to describe someone who is professionally dressed. Explain that there are different categories of professional attire. Show the students the images on the next page and review each category. Compare the different types of dress and discuss which attires are most appropriate for a professional environment. Get the students to make detailed observations, highlighting some of the characteristics of a poised professional look:

- Business-Formal attire is dark in color
- Button up shirts are tucked in
- Belts are worn
- Business-Formal suit has at least 3 pieces (jacket, shirt, and pants)
- Jewelry is simple
- Tailored fit, not too loose or tight
- Hair is neatly groomed and in place
- Clothes are clean
- Clothes are ironed
- Clothes are in good condition (no holes, loose threads, or lint)

Go through the Professional Dress Code Presentation or create your own slideshow of professional dress examples. Explain that professional dress is more than just putting on a suit. How you wear the suit is key. Demonstrating poise in your appearance is truly dressing the part. Think of it as wearing the professional uniform.

Example:





L3: Activity 3 – Are You Dressed the Part?

Provide students with 4-5 live models. Have students observe the models in their professional attire and determine whether the models demonstrate poise with their professional attire.

There are two ways to approach this activity:

- Recruit staff or student volunteers to participate as models.
*Optional guest speaker participation.
- Organize students into teams to coordinate outfits from home.

Staff Models

Recruit and arrange outfits for 4-5 volunteers. Hold a fashion competition in which students select a winner. The winner the students select should have the most poised professional look. Rig the competition to make sure that a few of the outfits lack professional poise. The rigged outfits should defy the characteristics of a professional look. For example, have a model

wear a suit with (a) no belt or tie, (b) neon shoes, (c) gaudy jewelry, (d) untucked shirt, etc. Do not go overboard with the rigged outfits. You want to really drive home the message that paying attention to detail can create a distinguished look.

Student Teams

Allow each team to plan a “collection” that highlights each category of the professional dress code. Have the students use the information gathered from the Characteristics of a Poised Professional Look to come up with Business-Formal and Business outfits. Students will be responsible for bringing in the outfits that they plan to use in the showcase. Each team will be judged, using the score sheet provided on the next page, on how well their looks embody the characteristics of a poised professional look.

Once the showcase is complete have the students come up with suggestions about how each person or team could present a more poised appearance. Ask the students how else poise can be modeled through professional appearance.

Characteristics of a Professional Look — Score Sheet

Team or Model Name	Dress Code Category (Circle One)														
	Business – Formal			Business Casual			Smart Casual								
	Casual			Business											
Characteristics of a Professional Look	How well does the outfit embody the characteristics of the assigned look? Circle a number out of 10 (1 - not at all, 10 - very well).														
Outfit is subtle, not too flashy	1	2	3	4	5	6	7	8	9	10	N/A				
Shirts are tucked in when appropriate	1	2	3	4	5	6	7	8	9	10	N/A				
Pants/belts are at an appropriate level	1	2	3	4	5	6	7	8	9	10	N/A				
There is appropriate coverage	1	2	3	4	5	6	7	8	9	10	N/A				
Tailored fit, not too loose or tight	1	2	3	4	5	6	7	8	9	10	N/A				
Jewelry, accessories are simple	1	2	3	4	5	6	7	8	9	10	N/A				
Hair is neat, groomed, not too flashy	1	2	3	4	5	6	7	8	9	10	N/A				
Clothes are clean	1	2	3	4	5	6	7	8	9	10	N/A				
Tattoos/piercings are covered/removed	1	2	3	4	5	6	7	8	9	10	N/A				
Total Score =															



Lesson 4: Positive Attitude – Turning It On

Objective:

SWBAT recognize the importance of maintaining a positive attitude in a professional work environment.

Key Takeaways:

- A positive attitude and taking initiative are critical to professional success.
- Successful people take initiative to achieve their goals.
- Taking initiative is demonstrating a willingness to get things done and taking responsibility.

Introduction (15 minutes)

1. **(5 minutes)** Have each student think of one person (friend, celebrity, family member, etc.) they know that has a positive attitude, and one person they know who has a negative attitude. Have the students list five character traits that each person has. What are they? How do these traits influence people's perception of this person's attitude?
2. **Activity 1: The Right Personal Assistant (10 minutes)**
– Given three candidates, the students will select one candidate to complete an important task. Discuss responses

briefly. Explain that employers look for employees who demonstrate enthusiasm and a positive attitude toward their work. One way to demonstrate positive attitude and enthusiasm is by taking initiative.

Guided Practice (10 minutes):

3. Explain to the students that taking initiative is demonstrating a willingness to get things done. In any setting, it involves handling or completing tasks before you are asked or instructed. Central Questions: What are your daily responsibilities? Which of these responsibilities do you complete willingly? Why? Do you ever do more than what is expected as it relates to these responsibilities? What response do you receive from those who benefit from you taking initiative to complete these tasks?

Independent Practice (10 minutes):

4. **Activity 2: Someone Else's Shoes** – Have students read the scenario provided and have them decide how they would react to the scenario in a poised and professional manner.

Check for Understanding (5 minutes):

5. The student's ticket to exit the class is to provide you an example of a time where she/he wanted to show a negative attitude but maintained poise.

L4: Activity 1 – The Right Personal Assistant

Imagine you have just been awarded \$400,000 dollars in grants from a nationwide program. The total amount has been awarded by four different organizations in different states. In order to collect the money, you must hire an assistant to go on the road to collect the funds. Each of the checks will be available for pick up next Friday. After next Friday, you lose 10% each additional day that it is not collected. Review the descriptions of each candidate and select one to be your personal assistant. Be prepared to explain why.



Candidate #1

Candidate #1 is a person who has a history of showing interest in their work. They do not need much supervision and always work hard. Former employers have said that candidate #1 can be a bit bossy, but praise candidate #1's willingness to complete tasks with enthusiasm. Candidate #1 is resourceful, they are good with finding solutions to problems.



Candidate #2

Candidate # 2 is a hard worker. This candidate graduated at the top of their class with a 4.0 GPA. Whenever given a task, candidate #2 completes it perfectly. In fact, a few employers expressed concern that candidate #2 often seemed bored, thus they were given additional assignments. Candidate #2 never gets flustered and is often described as cool and even headed.



Candidate #3

Candidate #3 has a great smile and is an enthusiastic worker. This candidate asks questions often and seems willing to take on assigned tasks. Former employers have mentioned that candidate spends a lot of time on assigned projects; putting in extra effort to make sure the work is perfect.

L4: Activity 2 – Someone Else’s Shoes

Read the scenarios below and determine how Zimena might respond to a tough situation in a more professional manner. This story is inspired by true events!

Scenario

Zimena is a new intern for an engineering company. Zimena’s direct supervisor had expressed to her that he was way too busy to give Zimena any work during the first day of her internship, so she could go home if she wanted to, but he would prefer that she stay. Without further explanation, Zimena’s boss got up and left for the day. Zimena sat calmly at her desk most of the

morning without much to do. The building was very empty and very quiet. At 2pm, Zimena built up the courage to introduce herself to a random coworker. Zimena approached a coworker six cubicles away and asked if there was anything she could do to help. The coworker said, “You don’t know me, who are you to come up and talk to me on the first day like you run things. Who are you? Do you even work here? Do you have a badge and a key card? I am calling security unless you can explain yourself.” Zimena quickly apologized and walked back to her cube. Zimena tried to think of what she possibly did to offend her coworker as she tried to think of how she was going to explain herself if security paid her a visit. Zimena’s boss never gave her any badges or key cards.

How might you feel like responding?	What would be a professional response?

Lesson 5: Communication 101 – Code Switching

Objective:

SWBAT recognize how to communicate in a professional setting.

Key Takeaways:

Code switching is the act of changing the language or the way you present yourself to fit the culture of specific environments.

Introduction (10 minutes):

1. Facilitate a discussion with the students about school staff. Ask students if they think their teachers always dress, speak, and act in school in the same way they do everywhere they go? What about other professionals? Do they think acting differently in different scenarios makes someone “fake,” or are there legitimate reasons to adopt different speaking/behavioral styles at different times? What can you tell about a person based on the way that they talk? What can’t you tell about a person based on the way they talk?

Guided Practice (30 minutes):

2. **(20 minutes)** See optional examples of code switching.
 - <http://www.npr.org/sections/codeswitch/2013/03/18/174639342/six-moments-of-code-switching-in-popular-culture>
 - <http://www.pbs.org/pov/americanpromise/video/idris-code-switches/>
 - <http://gawker.com/5948541/the-art-of-the-code-switch-obama-morphs-for-his-audience-just-like-you-do>

How did the people in the example(s) code switch? Why did the people in the example(s) code switch? Can you describe a time when you code switched or you saw someone else code switching? What did you observe about the way people responded? How did you feel?
3. **Activity 1: You Talk Like (10 minutes)** – Administer the audio clip activity and discussion. *Optional guest speaker participation.

Independent Practice (10 minutes):

4. **Activity 2: A Professional You** – Administer the audio clip activity and discussion.
5. **Activity 3: Silent Code-Switching**

Check for Understanding (5 minutes):

6. Your work personality should be an extension of who you are. How can you exercise professional poise at the workplace such that you do not feel as though you are posing? You still want to be yourself, even at a professional level.

L5: Activity 1 – You Talk Like

Record various anonymous audio clips of people talking. These can be clips you record yourself, or clips taken from television, radio, internet, etc. Try not to use obviously recognizable celebrities. Have students close their eyes as they listen to each clip. Students should try to answer the following questions about these people. Questions might include:

- Where is this person from?
- How old is this person?
- What is this person’s profession?
- What racial or ethnic background is this person?
- Does this person seem kind, happy, angry, funny, sad, etc.?

Review various answers from the class. Reveal information about the individuals and discuss as a class what assumptions were true, untrue and/or surprising.

Provide access to the following article: How Code Switching Explains the World.

<http://www.npr.org/sections/codeswitch/2013/04/08/176064688/how-code>

Tell the students to ask the following questions as they read each article:

1. Why do we code switch?
2. What is the history of code switching?
3. Why is code switching a controversial topic?
4. Is code switching a professional skill?

After allowing the students time to review each article, have them form an opinion on the following questions:

If a person comes into an office for an interview, should they be evaluated for the position based on their ability to adopt a “professional” vernacular (speak a certain way)? What if this person is qualified for the position? Is it the person’s responsibility or the company’s responsibility to ensure that an employee uses the proper business lingo when in a professional environment? Should the company offer employees such training?

Allow the students to reflect on these questions and discuss as a group.

L5: Activity 2 – A Professional You

Explain that most of the standards for professional behavior and speech are subject to a specific environment, culture, etc. This is done to establish common ground and understanding amongst those operating in the same space. Similar to the way people of the same language speak to each other using a shared language, professionals are expected to adopt and communicate in a shared language.

For these purposes, the term code switching is not about changing one's identity. Working professionals are not expected to hide their personalities, or present their personalities as if ashamed of their backgrounds and cultures. Code switching in a professional environment involves adopting the behaviors and vernacular of a professional. Consider the following approaches when settling into a new professional environment.

1. Learn and practice traditional professional greetings
2. Learn and practice the office culture of the company
3. Always present yourself with poise

Have the students, in pairs, act out common code switching interactions. As each pair moves through the exercise, help them identify how to respond and behave in a manner that represents poised professionalism. Ideas for scenarios include:

- Running into your boss while waiting with your friends at the metro
- Switching from talking to your Grandma on the phone, to speaking with your coworker
- Explaining Twitter to your 75-year-old manager at work
- Running into your professor at a sporting event and saying hello

L5: Activity 3 – Silent Code Switching

Ask students the following questions:

- “Is it possible for someone to code switch without speaking?”
- “Can someone exhibit professionalism in their body language alone?”

Set up a table or tables to represent a fake meeting/board room. There should be enough seats for eight people. Select eight

volunteers. Explain to the volunteers that they are all employees at the same company and they are all going to be assigned a character to play in a game of professional charades. Each volunteer is to be given a notecard with his/her character assignment. The goal of the game is to try and use their body language while seated to get the audience (the rest of the class) to guess which role they have been assigned. The rules are as follows:

- Each character has 10 seconds to sit down at the table and once they sit they cannot get up.
- Speaking, mouthing words, using hand signals, or explicitly communicating with the audience in any way is prohibited.
- Characters are not allowed to touch each other
- Characters will have 30 seconds to use their seated body language to convey their character

The eight different characters are as follows:

- President of the company
- Vice President of the company
- Typical mid-level employee
- Typical mid-level employee
- Typical mid-level employee
- Typical mid-level employee
- Intern
- Intern (If you want to get creative, have one intern be at the wrong meeting)

After completing the activity, ask the students the following follow up questions:

- Was it easy to tell who was who at this meeting?
- What does this lesson tell you about body language in the office?
- Is it possible to change the way people think of you by changing your body language?



Lesson 6: Professional Writing

Objective:

SWBAT demonstrate professional written communication in email and text message. Students will also learn the importance and format of writing thank you notes.

Key Takeaways:

Communication in the workplace includes the ability to utilize technology in a professional manner through email, text message or telephone.

Introduction (10 minutes):

1. Facilitate a discussion with students in which they recall the definition of code-switching. Ask students what the benefits of code-switching are. Ask students how code switching applies to written communication.

Guided Practice (25 minutes):

2. **Activity 1: Write It Out** – Have students watch the video clips on drafting professional emails. Students will break into groups to review examples of emails written in the

workplace and edit them to make them appropriate and professional. Take this time to also explain appropriate text message etiquette in the workplace.

3. **Activity 2: Saying Thank You** – Students will read aloud the benefits and best practices on writing thank you notes in the workplace.

Independent Practice (10 minutes):

4. **Activity 3: Get The Message Out** – Students will participate in an email writing competition. The facilitator will copy the email diagram below to the board, one for each team. Each team will have an instruction sheet that includes the information that needs to be emailed out. Teams will have one minute to read over the information. The facilitator will then give students two minutes to construct the email on the board as a team. The team that finishes first, with the most professional, legible and accurate email wins!

Check for Understanding (5 minutes):

5. Ask students to articulate the keys to sending professional written communication.

L6: Activity 1 – Write It Out

Below are links to videos demonstrating appropriate email communication. Play the clips and have students break into groups. Assign each group a different email from the ones provided below. The objective is for students to use what they learned to draft a professional email.

1. Tips on drafting a professional email:
<https://www.youtube.com/watch?v=hgMvrcgYeGY>
2. Mistakes to avoid when writing professional emails:
<https://www.youtube.com/watch?v=MHuBrSPRUI8>

Keys to a professional email:

- You should have a professional email address (using your first and last name)
- Create a clear subject line
- Address the person receiving the email by the appropriate title (Mr., Mrs., Ms., Dr., etc.)
- Write an email that is clear and gets straight to the point
- Use correct grammar
- Use appropriate capitalization and punctuation
- Include a professional closing line

Students will review the emails below in their groups. After reviewing the emails as a group, students will edit the emails into a professional format.

Email to Supervisor:

To: AshleyChen@company.org
From: MarisolRodriguez@intern.com
Subject: paper
Message:

hey ms ashley my boss wants that one paper you had at that meetin the other day so can you send it to her? she asked me to ask you. Thank you :)

Email to Fellow Intern:

To: ashleyjohnson@intern.com
From: jamesdouglass@intern.com
Subject:
Message:

Whats up man I dont feel like doin that stupid project!!!! I don even understand what we supposed to do Im tryna leave early n go chill you tryna come??? everybody is gonna be down there its bout to be lit

Email to Supervisor:

To: SusanSmith@Company.org

From: trackqueendc@gmail.com

Subject:

Message:

Font Arial Size 1

hey im supposed to start my internship their tomorrow when do i need to wear? oh and ima be late cuz i gotta go take care of some stuff first

Email to Staff Member:

To: KeishaLewis@compay.org

From: bryansmith@intern.com

Subject: WHERE IS MY PAYCHECK

Message:

Font Arial Size 1

HEY I DIDNT GET PAID! I NO I SENTMY TIMESHEET IN!!!! WHEN AM I GONNA GET MY CHECK????



Text messaging in the workplace:

Using text messaging to communicate in the workplace is becoming increasingly popular. It can be an effective means of communication if used correctly. Text messaging should only be used when the message requires immediate attention rather than sending an email. Have students read the best practices for using text messaging in the workplace below:

- **Use a greeting** — Open the text message with a greeting to the other person. This should be done even if you know the person. It's polite and professional, and is similar to the way you start an email. Start the message with a "Hello", "Hi", or a "Good morning" if it's the morning. This keeps the tone professional.
- **Mention their name** — It's a good idea to mention the person's name when sending a professional text message. You already know their name, as you're messaging them, and it also helps keep a professional tone. Just like starting the message with a greeting, using their name is a way to keep it similar to an email. It gets their attention and ensures they are the correct recipient.
- **Keep it short** — Text messages should be used for brief communications, and you should be able to get your message to the other person in a short and succinct way. They don't want to be scrolling down and down just to read your message.
- **Say thank you at the end** — When sending a professional message, it's a good idea to include a signoff. A common way to do this is with a simple "Thanks". This will do, especially if you're asking a question. It's a professional way to end a text message and also keeps it friendly.
- **Include your name** — In a professional text message, it's a good idea to include your name. If it's someone you know or work with, there's a good chance that the person already knows your name. However, they might not have you stored in their phone or even hooked up to the company directory.
- **Check spelling and grammar** — Professional text messages are different from personal text messages as they should have proper spelling and grammar. You can get away with using abbreviations, spelling mistakes and strange punctuation in a friendly message, but not in a professional one.
- **Don't use emojis** — I would advise against using these icons in your message. They are friendly, and have their place,

but their place is not in professional text messages. This is another thing to keep to your personal messages.

- **Be aware of the time** — It may be a convenient time for you, if you're up at 6 a.m. on a Thursday. However, if you're messaging your boss or someone else from work, it might not be. They might also be an early sleeper so sending a message late at night might be distracting. Typically, professional text messages should only be sent Monday – Friday, 8:00 a.m. – 6:00 p.m.

* Tips for writing professional text messages (2013, December 9) adapted from: <http://www.completeitprofessional.com/writing-professional-text-messages/>

L6: Activity 2 – Saying Thank You

In the professional setting, writing a thank you note can go a long way. It conveys thoughtfulness and appreciation. Thank you notes can be sent through email but are more impactful if they are handwritten. It allows interns to stand out and leave a lasting, positive impression. Share with students the components of a thank you note below.

1. **Greeting.** Don't forget to make sure you're using the correct form and spelling of the person's name, as well as anyone else's mentioned in the note.
2. **Express your thanks.** Begin with the two most important words: Thank you.
 - Thank you so much for...
 - It made my day when I opened...
 - I'm so grateful that you provided me with this experience...
3. **Add specific details.** Tell them how important their help or guidance was to you.
 - Without this internship I never would have found my passion for...
 - It made me really proud when you trusted me with that important project...
 - You all really welcomed me and made me feel like a member of the team...

- 4. Look ahead.** Mention keeping in touch and possibly connecting again in the future.
 - I look forward to keeping in touch and possibly interning with you all again...
- 5. Restate your thanks.** Add details to thank them in a different way.
 - Again, thank you for everything. It was an awesome summer...
- 6. End with your regards.** “Sincerely” is a safe standby, but for closer relationships, you might choose a warmer option. (Many thanks, Yours truly)

L6: Activity 3 – Get the Message Out

The facilitator will copy an email outgoing message box on the board for each team.

To:

From:

Subject:

Message:

Students will have one minute to read the information below:

You have completed your internship and are writing a thank you email to your former supervisor, Mrs. Michelle Waters. Her email address is MWaters@Company.org. It was an awesome experience, you learned a lot during your six weeks there. You really felt like a member of the team and got to work on important projects. Everything that you did this summer made you realize that this is what you want to do as a career.

When the minute is up, teams will have two minutes to write a professional thank you email using the information above.



Lesson 7: Public Speaking

Objective:

SWBAT deliver a two-minute speech using a professional and confident tone.

Key Takeaways:

Most professionals have to do some type of public speaking during their career. Showing poise while speaking is extremely important.

Introduction (5 minutes):

1. Introduce objective and key takeaways. Central Questions: What do you see and hear when a person gives a speech with poise? Revisit the class definition of poise, if necessary (poise: a dignified, self-confident manner or bearing; composure; self-possession). Example: Speaker makes eye contact with the audience.
2. Write students' responses to the Central Questions on board or chart paper.
3. Tell students the objective for today is that they will deliver a one-minute speech with poise. Introduce the Speak with Poise Rubric. Note any commonalities and omissions between what students contributed, and the categories on the rubric.

Guided Practice (25 minutes):

4. Explain to students that they will spend time critiquing each other's speeches. Establish norms for critiques: start with positive praise, respect each speaker, and support one another's development.

5. **Activity 1: Critique a Speech** – Students will observe and critique speeches. *Optional guest speaker participation.

Independent Practice (28 minutes):

6. **Activity 2: Speak Up Activity** – Students will speak using objects from envelopes.

Check for Understanding (2 minutes):

7. Have students complete the Speak with Poise Reflection sheet, where they identify 2-3 areas where they could add more poise to their public speaking practice, and 2-3 things they are proud to have done well. Ask students to share their reflections.
8. Have students reflect on how poise plays a role in public speaking.

L7: Activity 1 – Critique a Speech

Students will use the Speak with Poise Rubric to critique a non-exemplar speech for body language and voice. Instruct students to critique the speech in each of the six areas indicated. You can give a non-exemplar speech, show video of exemplar short speech, or have a guest speaker provide a speech. Students should share their results as a class and discuss.

- <https://www.youtube.com/watch?v=sQH21gmxFR8> – Good example of a short speech given by Stuart Scott at the 2014 ESPY awards.

L7: Activity 2 – Critique a Speech

This activity is designed to give students some readily available content for their speech so that they can focus more on the voice and body language attributes of their public speaking practice. The intent is to allow for some silliness so students enjoy the activity, but do remember to bring students back to the rubric and encourage them to think about their performance.

1. Tell students that they will each get an envelope with an image inside. They will need to give a one-minute speech about the word or image in their envelope.
 - Variation 1: Students give a speech about how the image relates to, or demonstrates, poise.
 - Variation 2: Students must tell a story about what happened immediately after or before the picture in their envelope.
2. Students will first practice their speech in pairs.
 - Give students some time to think of the speech they will deliver.
 - Allow students two minutes each to deliver their speech to a partner. After the first person delivers their speech, have students switch roles. The non-speaker should use the rubric to provide feedback.
3. Independent Practice: Students will give their two-minute speech to the class at large. Designate a certain number of students to provide feedback (e.g. one-third of the class) for each speaker, so that every student is not obligated to deliver feedback for every speech.

Speak with Poise Reflection Sheet	
Three things done well in the speech	Three things to improve upon
1.	1.
2.	2.
3.	3.



Unit 3

Initiative: Getting Things Done

Lesson 8: Organization – Creating Systems

Objective:

SWBAT understand that creating systems for organization is a way to take initiative in a professional environment.

Key Takeaways:

- Being organized improves your ability to manage time.
- It is up to you to take the initiative to be organized.

Introduction (10 minutes):

1. Introduce key takeaways. Central Questions: What does it mean to be organized? Do you consider yourself an organized person? What makes you organized?
2. **Activity 1: How Organized Are You?** – Come back together as a class and ask students to reflect on the activity.

Guided Practice (15 minutes):

3. Reinforce the fact that being organized is having things in order. An organized person demonstrates initiative by creating systems. They use systems to plan and manage getting things done.
4. **Activity 2: A Hot Mess**

Independent Practice (10 minutes):

5. Have students think about ways they can be better organized in their own lives. Have students split into pairs and discuss ways in which they are, or are not, organized. Have students provide suggestions to each other and then share things they learned with the class.

Check for understanding (5 minutes):

6. Have students leave the room with at least one concrete idea on how they can be better organized.

L8: Activity 1 – How Organized Are You?

One of the first steps to getting organized is analyzing current practices. Think about how you manage daily activities. In this exercise, answer “yes” or “no” to find out how organized you really are:

____ Do you know how long it takes you to get up/out the door each morning?

____ Do you arrive on time or early for your classes, events, and meetings?

____ Do you return calls, texts, and e-mails the same day?

____ Do you know how much money you have in your bank accounts?

- _____ Do you schedule major events in a calendar?
- _____ Do you make lists?
- _____ Are all clean clothes put away and all the dirty clothes in the hamper?
- _____ Did you organize something in your life in the last three weeks?
- _____ Would people say you are organized?
- _____ Is it easy for you to find things when you need them?

Score: 10 points for each “yes” response.

- 90 points or higher. Congratulations! You have excellent organization skills.
- 70-89 points. You’re a generally well-organized person who has things together.

- 50-69 points. You’re a little organized ... just a little organized.
- 10-49 points. Uh-oh. Disorganization zone.

*** Adapted from:**

<http://www.organizingpro.com/articles/quiz>

L8: Activity 2 – A Hot Mess

Have students split into groups and analyze the picture below. Have students come up with a list of ways this desk could be better organized. Feel free to supply your own pictures of unorganized spaces to have the students critique. If possible, create an unorganized space and have the students physically organize the entire space!



Lesson 9: Time Management

Objective:

SWBAT recognize the importance of practicing effective time management skills in a professional environment.

Key Takeaways:

- Time management involves consciously planning and exercising the use of one's time in order to effectively meet major objectives.
- Use of effective time management skills demonstrates taking initiative.

Introduction (10 minutes):

1. **Activity 1: Even the Best Made Plans 1**
2. Come back together as a class and ask students to reflect on the activity. Ask the students to share how they would approach the task. Central Questions: If you knew that a successful informational interview could lead to a future job opportunity, would you rely on your normal approaches to preparation and planning? Are your time management strategies reliable and effective?

Guided Practice (10 minutes):

3. **Activity 2: Ten Tips for Time Management**

Independent Practice (30 minutes):

4. **Activity 3: Even the Best Made Plans 2**
5. Come back together as a class and ask students to reflect on the activity. Ask the students to explain the benefit of having all their tasks scheduled in a central location. Explain to the students that daily use of a calendar or planner will help them organize appointments, complete tasks, and keep track of how they are using their time.

Check for understanding (2-3 minutes):

6. How does managing your time effectively at work demonstrate taking initiative? Taking initiative is demonstrating a willingness to get things done. Creating and exercising a plan for how to manage your time represents a conscious effort towards accomplishing your goals.

L9: Activity 1 – Even the Best Made Plans 1

Ask the students to come up with a list of five tasks that they need to complete in the next six months. This can include home or school responsibilities (i.e. tests, projects, community service, work, college application deadlines etc.). Next, tell the students to think about how they would manage the tasks. Do they consider themselves taskmasters, procrastinators, or somewhere in between. Have the students describe how they would approach getting ready for one or more of the five tasks they listed. Encourage the students to be as honest as possible.

L9: Activity 2 – Ten Tips for Time Management

Hand out and read Ten Tips for Time Management as a group. Have each group discuss whether or not they have had practice with the time management strategy assigned. If so, the students should share pros and cons with their group members. Once the students have completed the group discussions, facilitate a class discussion. Ask: Which tips seem most useful? Which tips would be most difficult to follow? Why? Why is it necessary to effectively manage your time at work?

Ten Tips of Time Management

1. Make a to-do list, and then prioritize your list.
2. Dare to break the to-do list. Be flexible as things change. Adjust your list as needed; the list is just a guide to help you use your time more efficiently.
3. Don't wait until things become urgent. Take care of things when you have time. Figure out a way to avoid living crisis to crisis.
4. Focus on your goals. Use your time to work towards your goals.
5. Identify where you waste time and figure out how you can spend that time more efficiently.
6. Know when to quit. If something is not working, don't be afraid to make a new plan.
7. Don't waste time holding on to or worrying about things you can't change. Use your time to change what you can.
8. Know when to ask for help. Don't waste too much time trying to figure things out on your own if help might be available.
9. Learn to say 'no'.
10. Take time for you. You can't work efficiently if you are not taking care of yourself.

A MATTER OF TIME

9 ideas to keep you on schedule.



Create a to-do list.



Prioritize.
Highlight the most important tasks.



Write a journal
to understand how much you can do every day.



Schedule interruptions.
Expect to be pulled away from what you are doing.



Ask for help!
Don't be afraid to delegate.



Use 30 minutes every morning to **plan your day**



Say "no" more often.
You can't be everywhere at once.



Block distractions.
Turn off your phone and stay away from social media.



Don't blow yourself off.
Honor your own commitments.

L9: Activity 3 – Even the Best Made Plans 2

Explain that during this activity, the students will use time management skills to set clear goals around completing personal tasks. Students will practice making a to-do list, delegating time, and scheduling important dates in an online calendar.

Explain that students will use the list of five personal tasks created in Even the Best Made Plans Pt.1 to complete the Task Master handout. Begin by reviewing the Task Master example and then have the students complete the blank Task Master handout, selecting one of the five personal tasks listed.

Once the activity is complete, show the students how to use a Google calendar to schedule the activities leading up to the main task. Introduce the various features provided by the online software to advance the students' scheduling ability. Show students: (1) how select a date and time slot, (2) how to input the task or event, (3) how to set a specific time of day for completion, and (4) that this calendar can be synced up with their smartphone so that notifications will pop up when they have something they need to do.

* Source: <http://uduni.com/career-tips/best-time-management-tips-for-students>

Task Master

List 3-5 concrete tasks that you need to complete in the next six months. This can include home/school responsibilities such as tests, projects, work, community service, college application deadlines, etc.

1. _____
2. _____
3. _____
4. _____
5. _____

Task Master

For each task, list the steps that must be completed. Decide how much time is needed to complete the step and assign a day to complete it. See the example below:

1. _____

Step	Time Needed	Day Assigned for Completion
1.		
2.		
3.		
4.		

2. _____

Step	Time Needed	Day Assigned for Completion
1.		
2.		
3.		
4.		

3. _____

Step	Time Needed	Day Assigned for Completion
1.		
2.		
3.		
4.		

4. _____

Step	Time Needed	Day Assigned for Completion
1.		
2.		
3.		
4.		

5. _____

Step	Time Needed	Day Assigned for Completion
1.		
2.		
3.		
4.		

Task Master Example

Select a personal task to coordinate and schedule: Informational Interview

1. Prepare for informational interview

Step	Time Needed	Day Assigned for Completion
Wash or purchase clothes	1 hour	Saturday
Style or cut hair	1 hour	Saturday
Research company/organization	1 hour and 30 minutes	Sunday
Shower and groom	1 hour and 30 minutes	Monday

Lesson 10: Banking – Savings, Checking, Credit

Objective:

SWBAT understand the basics of savings and checking accounts, and credit cards.

JA PERSONAL FINANCE®

ABOUT JUNIOR ACHIEVEMENT®

Junior Achievement® is the world's largest organization dedicated to educating students in grades K-12 about financial literacy, work readiness, and entrepreneurship, reaching more than 8 million students in 100 countries worldwide.

JA®'s unique program approach brings volunteer role models from our region's leading companies and the community to deliver these standards-based programs, providing students with a perspective that reaches far beyond the classroom.

JA Personal Finance focuses on earning money; spending money wisely through budgeting; saving and investing money; using credit cautiously; and protecting one's personal finances.

SESSION ONE JA® RESOURCE GUIDE: PAGES 8-11



Overview

Students learn that healthy personal finances take planning and managing. They begin to analyze major life events and issues that have financial implications.

Objectives

Students will be able to:

- ⇒ Recognize the role income plays in personal finances.
- ⇒ Evaluate the effect their educational choices have on lifetime earnings

SESSION TWO JA® RESOURCE GUIDE: PAGES 12-15

Overview

Students analyze the role saving plays in their personal finances and how having a healthy savings plan is necessary in all phases of life.

Objectives

Students will be able to:

- ⇒ Recognize high-dollar items and unexpected costs that require savings
- ⇒ Review key concepts related to successfully saving money.



SESSION THREE JA® RESOURCE GUIDE: PAGES 16-20

The Budget Game

Overview

Students investigate budgeting and why many people have difficulty staying within a budget.

Objectives

- Students will be able to:
- ⇒ Recognize the importance of making and keeping a spending plan.
 - ⇒ Consider the wide range of expenditures that might make up a monthly budget.



SESSION FOUR JA® RESOURCE GUIDE: PAGES 21-26

Credit Choices

Overview

Students analyze the importance of credit and the outcomes of wise and poor use of credit.

Objectives

- Students will be able to:
- ⇒ Recognize the importance of credit as part of personal finances.
 - ⇒ Express the need to make good credit decisions to avoid costly consequences

SESSION FIVE JA® RESOURCE GUIDE: PAGES 27-30

Savvy Consumer

Overview

Students work in groups to create public service announcements to inform each other of risks to their finances and identify ways to protect themselves from potential losses.

Objectives

- Students will be able to:
- ⇒ Recognize potential risks to their personal finances.
 - ⇒ Describe appropriate preventative methods to limit potential losses.

If you do not have a Teacher Kit, contact Jason Tenuta at 202-777-4476 or by email at Jason.Tenuta@myJA.org to request a kit for your classroom



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Lesson 11: Resume Writing

Objective:

SWBAT write a resume showing their skills, experiences and education that they can use when applying for a job, scholarship or college.

Key Takeaways:

A well-designed resume is a tool to help you get an interview. A resume should highlight a student's qualifications, experiences, and skills.

Introduction (10 minutes):

- (3 minutes)** Before beginning with the lesson give the student a sample resume. Have him/her look over it for 1-2 minutes.
- What is a resume? How is it used? (2-3 minutes)** Explain that a resume is a single-page document that summarizes an individual's qualifications, experiences, and skills. Explain why one page is the standard. Employers use resumes to assess whether a job/internship applicant has the appropriate credentials and experiences for a position.
- What are the components of a resume? In what order should items be listed? (4 minutes)** Ask the student to list a few items that he/she believes one should include on their resume. Why? He/she may reference the sample resume in their answer. Explain that there is not a consensus about what constitutes a perfect resume, however most people agree that every resume should have the following components: Heading, contact info, education, experiences, and skills.

Guided Practice (35 minutes)

Brainstorming with students - What types of experience can you include in your resume? What information should you include when you list your experiences?

- Activity 1: Identifying Relevant Experiences and Skills (15 minutes)**
- Activity 2: It's How You Say It (20 minutes)**

Independent Practice (15 minutes)

- Students create a draft resume. Encourage the student to use action-oriented descriptions.

Check for Understanding:

- All students should walk out of the room with a draft resume.

L11: Activity 1 – Identifying Relevant Experiences and Skills

Below is a narrative of Regina Wilson, a fictional high school student. Read the narrative to your student and instruct him/her to jot down the items they believe Regina should include in her resume. Next, have the student explain why he/she chose to highlight the experiences on her list and what he/she could highlight about those experiences. If the student missed a few experiences, make sure to discuss those experiences.

Regina is in her junior year at Cheltenham High School. She is on track to graduate May 2017. She lives with both her parents and her younger brother at 7473 Kittrel Lane NE, Washington, D.C. 20017. For fun, Regina likes to play basketball with her friends or watch television. She is actually captain of the school varsity basketball team. Last year, Regina was a member of the Speech and Debate Team. She really enjoyed the debate team because she formed good friendships with other members on her team, but she also drastically improved her public speaking skills. She was unable to continue with the Speech and Debate Team this year because she has other competing commitments.

Regina also periodically babysits for her next-door neighbor, who has three kids all under the age of 10. Regina helps the kids with their homework. In addition, just this past summer, Regina was able to get a summer job at a CVS store just a few blocks from her house as a cashier. Regina aspires to be an engineer, which explains why her classes are concentrated in mathematics and science.

Helpful notes:

- If on a sports team, the student can highlight teamwork and dedication to improvement.
- If on a science/math club, the student can highlight their ability to learn information quickly and think through and solve problems.
- If on a speech/debate team, the student can highlight their public speaking ability and communication skills.

L11: Activity 2 – It’s How You Say It

Explain that many job candidates make the mistake of being vague when talking about their experiences on their resume. Doing so undersells their experience and reduces the chance of hearing back from potential employers. The more detailed and specific you are in describing your relevant/transferrable experiences the stronger a candidate you become. To write a strong resume, the student should use action oriented

descriptions, and focus on including not only what they did, but how they did it, and why or for what purpose. Ultimately, they want to provide active descriptions that highlight their results and experiences.

Provide the student with two resumes (one strong, the other weak) and have him/her critique the resume, providing an explanation for why he/she believes one resume is better than the other.

List of Action Verbs

Management/ Leadership Skills

administered
analyzed
assigned
consolidated
controlled
converted
coordinated
delegated
developed
directed
enforced
enhanced
established
executed
generated
handled
headed
improved
increased
initiated
inspected
instituted
led
managed
merged
motivated
planned
prioritized
produced
reorganized
replaced
reviewed
scheduled
strengthened
supervised

Communication/ People Skills

addressed
advertised
arranged
articulated
collaborated
communicated
consulted

contacted
convinced
defined
described
developed
directed
discussed
drafted
edited
explained
interacted
interpreted
interviewed
listened
marketed
mediated
negotiated
outlined
participated
presented
promoted
proposed
referred
reported
resolved
responded
summarized
synthesized
translated

Research Skills

analyzed
clarified
collected
compared
conducted
critiqued
determined
evaluated
examined
experimented
explored
formulated
gathered
identified
inspected
interpreted

interviewed
investigated
measured
organized
researched
summarized
surveyed
tested

Technical Skills

adapted
assembled
built
calculated
computed
constructed
designed
developed
installed
maintained
repaired
restored
solved
utilized

Teaching Skills

adapted
advised
coached
conducted
coordinated
critiqued
developed
enabled
encouraged
evaluated
explained
facilitated
guided
informed
instructed
motivated
persuaded
taught
tested
trained

Financial/Data Skills

administered
analyzed
assessed
audited
balanced
calculated
computed
corrected
developed
estimated
managed
marketed
measured
planned
projected
retrieved

Creative Skills

adapted
combined
condensed
created
customized
designed
developed
established
illustrated
instituted
integrated
introduced
performed
planned
revised
solved

Helping Skills

adapted
advocated
aided
answered
arranged
assisted
cared for
coached
collaborated
contributed
demonstrated

encouraged
facilitated
guided
helped
motivated
provided
presented
resolved
simplified
supplied
supported
volunteered

Organization/Detail Skills

arranged
collected
compiled
distributed
executed
generated
implemented
inspected
logged
maintained
monitored
obtained
operated
organized
prepared
processed
provided
responded
reviewed
scheduled
submitted
supplied
updated

More Verbs for Accomplishments

achieved
completed
expanded
exceeded
improved
restored
succeeded
transformed

SAMPLE RESUME # 1

Paulette Jones
6 Pine Street Arlington, VA 12333
Phone: 566.486.2222
email: phjones@vacapp.com

Education

Arlington High School

May 2017

Experience

Sales Associate, The Retail Store

June 2015 –

Present

- Maintain and restock inventory
- Provide customer service
- Operate computerized cash register system

Child Care

May 2014 -

Present

- Provide child care for several families after school, weekends and during school vacations.

Achievements

- Academic Honor Roll: 2013, 2014

Volunteer Experience

- Big Brother / Big Sisters

July 2015 -

Present

- Arlington Literacy Program

Summer 2014

Interests / Activities

- Member of Arlington High School Tennis Team
- Girl Scout
- Piano

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

SAMPLE RESUME # 2

Ed Needs a Job

725 E. Main Street. Denver CO

High school

Abington High School

Work

Pizza Hut Delivery Driver 2015

- delivered Pizzas at night

House painting 2014

- Painted for my cousin Suzanna Robles.

Gardner for Smith Family 2014

Skills

Speak English and Spanish.

References

-my brother David Job 555-555-5555

-Sarah, coworker at Pizza Hut pizzaface@pizzahut.com

SAMPLE RESUME # 3**Alex Robyn**

alexrobyn555@gmail.com

Address: 123 Fake St. SE Washington, DC 20002 • Cell: 123-456-7890

EDUCATION**Ballou High School**, Washington, DC

GPA: 3.32

Expected June 2017

HONORS

Ballou Student of the Month (May 2016)

- Honored for displaying exceptional leadership consistently throughout the entire month of May by helping fellow classmates understand the new material.
- All-D.C. High School Indoor Track 1st Team (March 2016)
- Selected to be a D.C. High School Indoor Track 1st team all-star for long jump.
- National Honor Society (June 2016-present)

EXPERIENCE**Independent Babysitting**, Washington, D.C.

September 2015-Present

Babysitter

- Supervised children for multiple families in addition to keeping the children entertained and fed throughout the night.
- Maintained calendars and lists to organize children's activities and allergies/needs that had to be accounted for.

Safeway Inc., Washington, D.C.

June 2015-Present

Stock Clerk

- Created positive experiences for our customers by ensuring that all questions/requests of customers were answered.
- Efficiently stocked products through redesigning the systematic approach to shelving items.

Southeast Youth Basketball League, Washington, D.C.

October 2014-November 2016

Coach/Mentor

- Educated youth about the importance of making the right choices on-and-off the court.
- Developed teamwork and athletic skills in children ages 7-15 of varying skill levels by altering drills and instruction.

Hart Middle School, Washington, D.C.

September 2014-May 2016

Math/Science Tutor

- Helped five 6-8 grade students that were below grade level in math/science achieve passing grades.
- Created supplemental lessons and worksheets to offer alternative ways for students to learn classroom material.

ACTIVITIES**Treasurer**, Ballou High School Science Club (2016-present)**Member**, Digital Art Club (2015-present)**Member**, Ballou High School Indoor/Outdoor Track (2014-present)**Member**, Ballou High School Boys' Basketball Team (2014-present)**SKILLS**

Basic knowledge of conversational Spanish

Experienced in Microsoft Word, Excel, PowerPoint, and Adobe Photoshop

SAMPLE RESUME # 4

Sam "Snake Eyes" Wellington – Samgetdatpaper@hotmail.com - 343-232-2329

Address – 55 Wilder Street, Pamona Beach, CA

**JOB Experience –**

- Worked at Ace Hardware store
- Also worked at the surf shop
- I have done a lot of freelance type work. People have paid me to clean up their yards, I've picked up trash, I built cabinets, I built dry wall, I built stairs, I fixed up this one dude's bike and that sort of thing. In general, I just put in work.

Education

Harvard University, Class of 2011,

- Bachelor of Arts, Major in Science
- Dean's List 2011

SKILLS

- Good with a buzz saw
- Carpentry
- Dancing
- Construction
- Measuring
- Life

Lesson 12: Cover Letters

Objective:

SWBAT identify the components of a cover letter and create an effective cover letter utilizing proper business letter format.

Key Takeaways:

The purpose of your cover letter, in combination with your resume, is to persuade an employer to interview you.

Introduction (30 minutes):

- 1. What is a cover letter?** Explain to the student that the cover letter accompanies an application form or resume. It serves as an introduction to the resume, and provides the student with the opportunity to highlight his/her special skills and experiences. The purpose of your cover letter, in combination with your resume, is to persuade an employer to interview you.
- 2. Preparing to write a cover letter.** Explain to the student that before starting his/her cover letter, he/she must research the employer. The student should identify the job responsibilities and qualifications required, and think about their background in relation to the job.
- 3. Activity 1: Parts of a Cover Letter (25 minutes)**

Guided Practice (5 minutes)

- 4.** Point out to students that learning to write cover letters is a skill they need both now and in the future. Central Questions: What do you think are some skills/experiences employers in your field are looking for? What skills or experiences have you had that would be worth highlighting to persuade an employer to offer you an interview? Can you think of any course work, projects, or extracurricular activities that you can include in your cover letter to highlight your qualifications?

Independent Practice (25 minutes)

- 5.** Instruct the student to draft a cover letter directed to a business in a field of their interest.

Check for Understanding

- 6.** Central Questions: What is a cover letter, and what purpose does it serve? What makes for a strong cover letter?

L12: Activity 1 – Parts of a Cover Letter

Explain that the cover letter serves as your “sales pitch” to the employer, clarifying through specific examples what you can contribute to the company/organization. It should demonstrate that you have some knowledge about the employer, which sparks your interest in that employer and leads you to believe that this would be a good fit. Stress that punctuation and grammar are vital components of a letter. Provide the student a sample cover letter and have the student follow along as you talk about each part of the cover letter.

- 1. RETURN ADDRESS** – Your name, address, email address, and phone number should be at the top of the page. This header should be identical to the one on your resume; this creates the look of a professional letterhead.
- 2. DATE** – The date that you send the letter should be below your address.
- 3. RECIPIENT ADDRESS** – Address each letter to a specific person. If a name is not listed on the job posting, conduct online research to find the name of the hiring partner, supervising attorney, or human resources contact.
- 4. SALUTATION** – The Salutation should read, “Dear Ms. Smith:” or “Dear Judge Smith:” It is appropriate to address the person by their last name and to use a colon, not a comma.
- 5. OPENING PARAGRAPH** – State the reason for writing. Name the specific position that you are applying for. Also mention the resource used to find out about the opening or the organization.
- 6. BODY OF LETTER** – Explain why you are interested in working for this particular employer and/or specify your reasons for desiring this type of work. Talk about your relevant work experience and/or education by giving examples. This needs to do more than reiterate information that is already on your resume.
- 7. CLOSING PARAGRAPH** – Keep it short. Indicate that you would like the opportunity to interview for a position or talk with the employer to learn more about their opportunities or hiring plans. Thank the employer for his/her consideration.
- 8. CLOSING SALUTATION** – Appropriate closing salutations include “Sincerely” and “Regards.”

SAMPLE COVER LETTER

Internship Position

Ronald Ku

Address
City, State, Zip

Email Address
(xxx) xxx-xxxx

May 28, 2015

Ms. Janice Johnson
Director
Mission Passage
P.O Box 785749
Hyattsville, MD 20740

Dear Ms. Johnson:

I am writing to you in regard to the Accounting Internship currently posted on the University of Maryland Career Services site. I am very excited about the prospect of bringing my skills and professionalism to work with an energy company like Mission Passage, which has made a clear investment in not only effective, traditional energy sources but also new and innovative alternative sources. Mission Passage is on the leading edge of the energy industry and I am excited about the prospect of contributing to your organization.

I am a sophomore at the University of Maryland currently pursuing a Bachelor of Business Administration in Accounting and have earned a 3.5 GPA. I have been working part-time for the past two semesters in the Business Office at the University of Maryland where I am responsible for reconciling deposit statements, balancing account ledgers and assisting students and parents with questions. I also have experience working with the Volunteer Income Tax Assistance (VITA) Program through my membership in the Accounting Society. In addition, I have a strong knowledge of QuickBooks and Excel.

I look forward to speaking with you in person about this opportunity and how I can contribute to the continued success of your company. Thank you for the time and consideration.

Sincerely,

Your Name



Use the same header used on your resume



Immediately state why you are interested in the company and position.



4 blank lines



Draw attention to relevant skills, as defined by the job description and demonstrate when and how you have used them.



Address your letter to a specific person when possible.



Keep the letter short and to the point. Be direct but courteous in the closing.



Unit 4

Tenacity: Relentlessly Pursuing Success

Lesson 13: Branding – Creating Your Own Brand

Objective:

SWBAT understand the importance of promoting their own brand.

Key Takeaways:

Self-branding requires that one identify and work to embody the skills, attitude and personality they want to be known for.

Introduction (10-15 minutes)

- Activity 1: Brand Names (5-10 minutes)**
- (5 minutes)** Come back together as a class and ask students to reflect on the activity. Students should observe that many of them shared the same answers for each product. Central Questions: Did it surprise you to see that many of your responses for each product were the same? Why do you think that is? Are these the only companies who produce these products? Why is it important for a company to develop a brand?

Guided Practice (15-20 minutes)

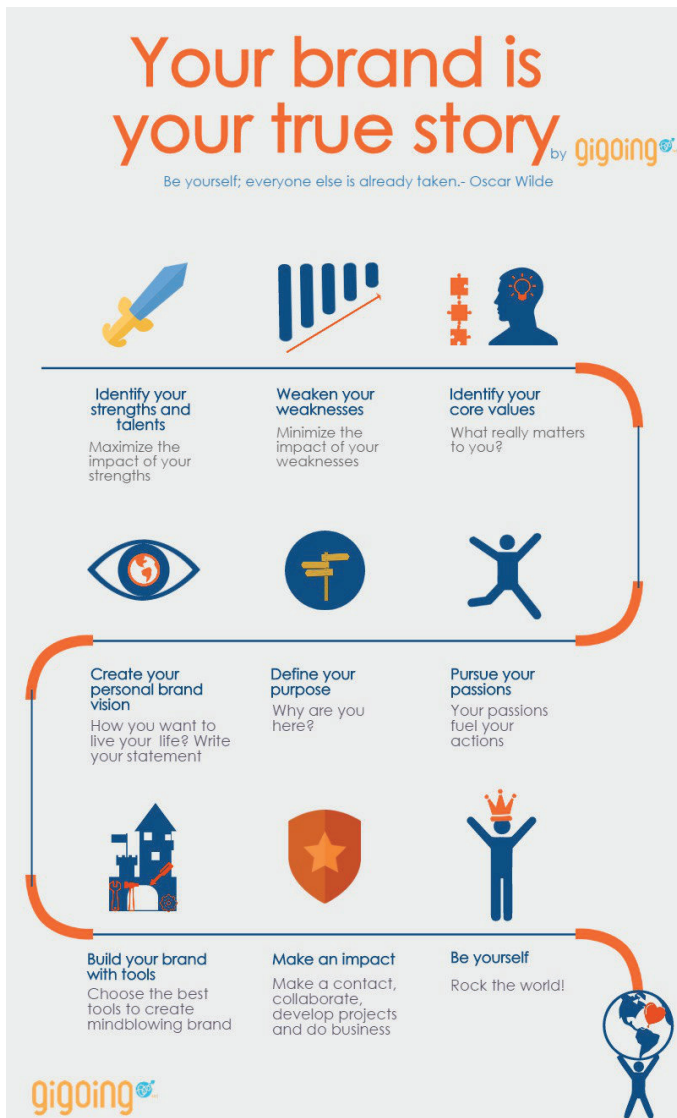
- Explain that developing a brand requires one to evaluate their performance and identify defining characteristics. Go over the Identify your Brand activity, providing students with examples for each question.
- Activity 2: Identify your Brand (15 minutes)**

Independent Practice (20 minutes):

- Activity 3: Branding Statement (15 minutes)**
- Once the branding statements are complete, have the students walk the room practicing introductions using what they have learned in previous lessons and presenting the branding statements.
- Central Questions: What product would you want employers to associate with your brand? How else can you communicate your brand? Who else represents your brand? Do your social media profiles communicate the product you want associated with your brand?

Check for understanding

- Central Question: How have well-known companies and/or individuals been tenacious in promoting their brands?



L13: Activity 1 – Brand Names

Brand Names

Ask the students to make a list identifying the company names that come to mind when they hear the following products. Feel free to select just some of the products from the list below and/or make up your own. Next, test to see what products students think of simply using word associations. Read off the words listed and see what kids think of.

Products

Once students have recorded their answers for each product, go over the answers and compare them to see which names were popular. What products did students think of when going through the word associations? Why do these names come to mind?

- Coffee
- Shoes
- Thirst Quencher
- Kids Meals
- Cell Phone
- Insurance
- Cars
- Tissue
- Candy
- Cereal
- Jackets
- Movies
- Animation
- Books
- Entertainment
- App



L13: Activity 2 – Identify Your Brand

Identify your Brand

Complete the questions below to identify the characteristics that make you exceptional.

1. What do you value? Think about your personal and academic values and complete the statement.

2. When I think of my professional future, the values I believe will have the most influence are:

_____	_____	_____
_____	_____	_____

3. What are your passions and hobbies? List the things you love and like to do.

Passions			
Hobbies			

4. What is it that you constantly deliver that keeps others loyal to you? State three of your strengths.

5. What makes you unique to other students in the classroom? Co-workers? Youth in your neighborhood? Siblings? Identify where you stand out.

Me	Classmates/Peers

Me	Co-workers

6. Leave a lasting impression with three words.

7. Three careers I want to have in my professional future are:

L13: Activity 3 – Branding Statement

Using the brand information you identified and the examples provided below, develop a brand statement describing your personal brand.

Example 1:

Through my dedication to exercise, fitness, and the human body, I provide top of the line physical training instruction to clients of all ages who are serious about improving their physical fitness! – Joe Trainer

Example 2:

I leverage my love of learning and mastery of instructional skills to tutor young adults who are striving to perform the best on standardized tests. — Janae Tutors

Example 3:

I take each week one day at a time and I take what the world has to offer. I am kind, personable, and I love to listen. I want to make the world a better place and I strive to inspire others through my poetry. — Marshawn Williamson

Example 4:

I try to be the best person I can be at all times. I love life and learning. I don't have all the answers but I try to live my life asking the right questions. I value respect, honesty, family, friends and always taking time to have fun. I always work hard and take initiative. I look forward to a bright future for my family and me. — Alicia Learner

Record your personal branding statement below:



Lesson 14: Networking – Turning It On

Objective:

SWBAT analyze their current networks and hold an informational interview with a professional to grow their networks.

Key Takeaways:

- Your professional network consists of any formal or informal relationship that provides your career an advantage. These relationships can come from anywhere: friends, family, coworkers, teachers, etc.
- Networking is a two-way street. You should not only be looking to see what you can gain. Networking is a mutually beneficial experience. Think of networking as developing partnerships.
- Networking takes tenacity. Professionals work very hard to develop new relationships for their networks and strengthen existing relationships.

Introduction (10 minutes)

1. Introduce objective and key takeaways.
2. **Activity 1: Mapping My Network** – Central question: What did this exercise make you realize about your professional network?
3. Tell students that they should always be looking to expand their network, especially with professionals they rarely talk to or haven't yet met. Informational interviews are a great way to do this.

Guided Practice (10 minutes):

4. Distribute copies of “Questions to Ask in an Informational Interview.”
5. Students will observe a mock informational interview by the teacher. (Informational Interviews Speed Dating Activity). Central question: How is an informational interview different from a job interview?

Independent Practice (25 minutes):

6. **Activity 2: Informational Interviews Speed Dating (20 minutes)**
7. **(5 minutes)** Once students return to whole group, pose the Central questions: In a real informational interview (e.g. with a professional in your field of interest) what do you think you would enjoy about the interview? What would you dislike?
8. **Activity 3: Lessons from Networking**

Check for Understanding (5 minutes):

9. **Networking and My Next Steps Activity.** Before next class, have students perform one informational interview in the community in order to expand their professional network. Have students report back with notes on the experience.

L14: Activity 1 – Mapping My Network

	I talk to these people daily	I talk to these people a few times a month	I talk to these people every few months, or less
Professionals			
Teachers/ School Staff			
Family			
Friends			

L14: Activity 2 – Informational Interviews Speed Dating

1. Each student should have an assigned role (sheet below), as well as a copy of the “Questions to Ask in an Informational Interview.” You can encourage students to add to the background story of their role if they would like; students do not have to stick strictly to the information indicated on their sheet. Students may enjoy filling in the details of their character and role. Pair students together for the initial informational interview.
2. Allow students 4-6 minutes per informational interview. Students can choose which questions they would like to ask on the Questions to Ask in an Informational Interview sheet.
3. After students have completed several interview rounds, return to whole group.



BARBER

How I got my job	I have several friends who are also barbers. We opened a shop together. Before that, I worked for a chain of barber shops.
My education and training	I completed a barber training program in Washington, DC.
What I like about my job	I enjoy working with customers and figuring out the style that works best for them. I like applying my creative talents.
My biggest challenges	We're a small business, and keeping track of our accounts and ensuring we're making profit is a big challenge. You take a lot of risk as a small business.

BANKER

How I got my job	I worked at an internship for Wells Fargo for two summers in college. I developed a lot of contacts while working with them and they helped me get a job.
My education and training	I completed my bachelor's degree in finance at George Washington University.
What I like about my job	I enjoy working with numbers. I also like helping my clients achieve their financial goals. I really like the people I work with.
My biggest challenges	It is difficult to work with our partners in other countries because the cultural norms are different and our working schedules are completely different.

JOURNALIST

How I got my job	I did three internships in college for different newspapers. After graduating college, the contacts I developed helped me get a job.
My education and training	I got my degree in journalism from University of Virginia.
What I like about my job	I love chasing the next big story.
My biggest challenges	I have a lot of deadlines. I'm always scrambling to finish my stories. It's a lot to manage.

ENTREPRENEUR/BUSINESS OWNER

How I got my job	I worked for a major technology company for 10 years and then started my own business. I couldn't have started my business without my network, which I developed while working for a major corporation.
My education and training	I earned my bachelor's degree in computer science.
What I like about my job	I am my own boss. I get to make the decisions I want to make for my company.
My biggest challenges	Owning your own business is a lot of pressure. It's stressful.

CHEF

How I got my job	My uncle owns a restaurant and he gave me a chance to start out in high school. I built my resume from there and that allowed me to get a job at a 5-star restaurant.
My education and training	After high school I completed a certificate in culinary art from Prince George's Community College.
What I like about my job	I love that I get to work on my feet and with my hands, and do something I enjoy. I also love the fast pace of the kitchen.
My biggest challenges	It can be a challenge to train younger, less experienced kitchen staff. We always need more talent.



Example questions to ask in an informational interview:

- What is your current role?
- How did you get into your current position?
- Is there something you wish you had done or known earlier in your career, or done differently starting out?
- What is your biggest challenge in your current role?
- What do you dislike about your current role?
- Would you mind looking at my resume?
- What is the best way to get my foot in the door at your company?
- Are there any volunteer opportunities where you work?
- Do you know of any other people I should speak to?
- What did you study in school that helped you get to where you are today?
- What is your favorite thing about your job?
- Do you have any advice for me?
- How long have you lived in this city?
- Where are you originally from and how did you find your way here?
- Where did you go to school/college?
- What are your long-term professional goals?
- Did you always see yourself working in your current job?
- What skills have helped you throughout your career?
- What entry-level positions exist in your field?
- Do you have any questions for me?



L14: Activity 3 – Lessons from Networking

Students can complete this as an exit ticket or closing reflection exercise.

Networking and My Next Steps

What are the three questions I will definitely ask during my next informational interview?

- 1.
- 2.
- 3.

What are three next steps I will take to tenaciously grow my network?

- 1.
- 2.
- 3.

Lesson 15: Netiquette

Objective:

SWBAT define, explain and apply the dos and don'ts of creating a professional email, social media posting and online profile.

Key Takeaways:

- Information on the Internet is inherently public. There is no private Internet.
- It is important to have a positive online presence in the professional world.

Introduction (5 minutes):

1. Introduce to the class the following question: "What will you find if you Google yourself? What do you hope to find? What are you afraid to find?" Walk students through the "Posts that get you fired" worksheet. What mistakes did these people make?

Guided Practice (10 minutes):

2. Teacher explains that it is extremely difficult to hide your social media activity no matter how much you change your profile's security settings. Because of this, students should understand that they need to be conscious of what they post and what their friends tag them in. Have the class discuss dos and don'ts of the following profile areas: Name, profile picture, status updates, and timing of post. Allow students to generate answers. Below are some examples for each area.

Name

- Use first and last name
- Do not use any inappropriate nicknames

Profile picture and general pictures

- A simple headshot or full body shot is fine
- Do not have alcohol/drugs present in picture

- Do not have weapons in picture
- Do not have profanity or obscene gestures (i.e. swears written on wall, middle finger)
- If your friends tag you in a picture with any of the above content, untag yourself and ask them to delete the picture

Status updates

- Do not post any inappropriate content
- Avoid profanity
- Do not post complaints or negative content about your employer(s)

Timing of post

- Do not post anything to social media during work

Independent Practice (15 minutes):

3. Teachers now will provide students with example social media accounts that each have something wrong with them. The teacher then instructs students to individually critique the examples. The students will then pair up with a partner to discuss what they identified as being wrong with each account.
4. Teacher could ask for volunteers from the class. These volunteers would give the teacher permission to Google search each student's name to see what type of pictures and posts come up. As a class, students can critique what they see from the Google search.

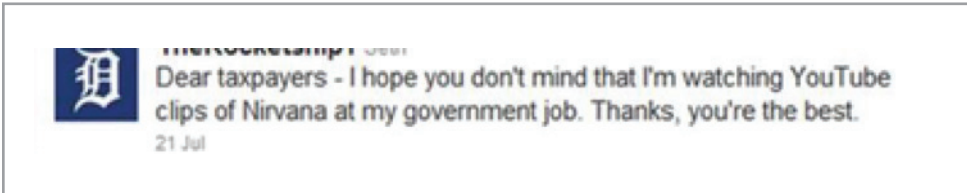
Check for Understanding (5 minutes):

5. Using the dos and don'ts list developed above, students will develop next steps on how to improve their personal online presence. In doing so they must be able to answer the questions:
 - What aspects of my online presence do I need to change immediately?
 - How can I increase my Internet presence in a positive way?

Posts that get you fired: Real life examples of big time mistakes.

See the examples below. How could these individuals have handled these situations differently? What lessons can be learned from these examples?

1. Tweeting about not working hard



**This individual was fired for a number of tweets about neglecting his work responsibilities.*

2. Tweeting about illegal and irresponsible behavior

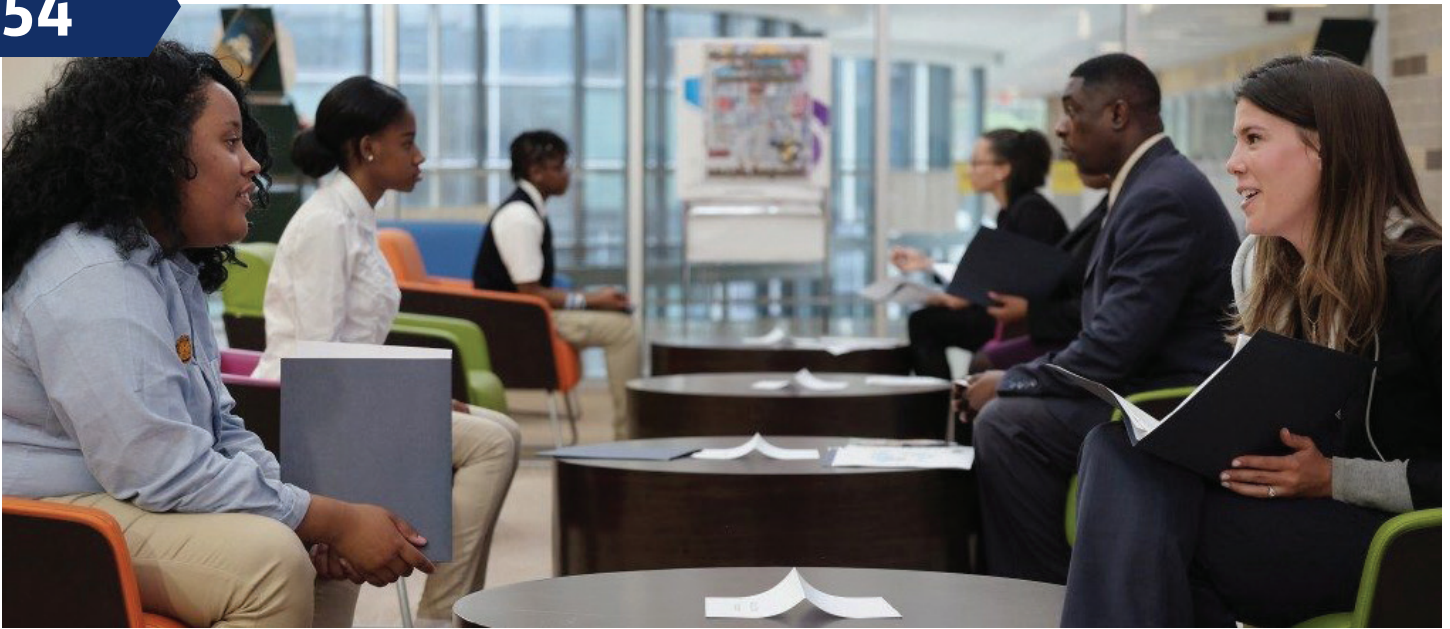


**The author of this tweet explained it as only a "joke." He was fired from his job.*

3. A Facebook post about browsing the Internet at work



**Results of this exchange are unknown.*



Lesson 16: Interviewing

Objective:

SWBAT use confident body language, response content, and speech/voice in a mock interview to show poise and tenacity.

Key Takeaways:

- Body language, speech/voice, and the content of your responses are three interviewing elements critical to your poise.
- Take time to reflect on your own interview skills, understand what you do well, and where you need to improve. Professionals know themselves.

Introduction (2-3 minutes)

1. Introduce objective and key takeaways.
2. Central Question: What behaviors demonstrate poise in an interview? Write students' responses on board.
3. Introduce key takeaways.

Guided Practice (15 minutes)

4. Distribute Interview with Poise Rubric. Tell students we will use this rubric to evaluate one another during mock

interviews, and we'll practice with an example.

5. Teacher will give non-exemplar interview, demonstrating bad interview practice, and students will provide feedback using Interview with Poise Rubric.
 - Alternatively, show a clip (<https://www.youtube.com/watch?v=PtVM6lvObRg>) of a bad interview practice. Central Question: How does this candidate perform? Why do you think so?

Independent Practice (25 minutes)

6. Students will engage in mock interviews with partners or adult guests (e.g. invite other staff or parents to come in as mock interviewers). Give students 5 minutes for interview, 3-4 minutes for feedback, and then switch roles.
7. Interviewer will ask questions found at top of rubric and use rubric to provide feedback. Encourage interviewers to start with three things that interviewee did well.

Check for Understanding (5 minutes)

8. Interview with Poise Reflections sheet/activity.
9. Ask for volunteers to share what they're proud of having done well. Then ask for volunteers to share what they still need to work on.

Interview with Poise Rubric

Name of Interviewee:

Name of Interviewer:

Interview Questions

1. Tell me about yourself.
2. Talk to me about one strength and one weakness you have.
3. Tell me about a time you overcame a difficult challenge.
4. What is most important to you about your work life?

Needs Work

Good

Outstanding

Body Language (eye contact, faces interviewer directly, posture)

Responses (answers the questions directly, avoids inappropriate examples, etc.)

Speech/Voice (avoids space-fillers like “um,” speaks clearly, code-switches, speaks with confidence)

Personal Point of Development #1:

Personal Point of Development #2:

Personal Point of Development #3:

Interview with Poise Reflection Sheet

Three things I'm proud to have done well during mock interviews today ...

1.

Three things I still need to work on for my interview practice ...

1.

2.

2.

3.

3.

Lesson 17: Self-Advocacy and Diversity in the Workplace

Objective:

SWBAT articulate their own personal identities while recognizing the importance of self-advocacy in a professional setting. Students will understand the role of diversity in the workplace.

Key Takeaways:

- Self-advocacy is an important skill to have in the workplace and the three character traits of poise, initiative, and tenacity are essential to the advocacy process.
- Diversity adds a richness to the workplace because of the differences in thought and background of each individual worker. Identity development is key in the appreciation of diversity. This introspection allows students to gain confidence and perspective.

Introduction (15 minutes):

1. Introduce objective and key takeaways.
2. **Activity 1: Definitions** – As a class, work together to develop working definitions of the words ‘self-advocacy’ and ‘diversity.’ When students give an answer, ask them to share an example of their definition. After the class has come up with a sufficient definition, present the widely accepted definition of each word. Have a discussion on what examples would look like for each definition.
3. **Activity 2: Who Am I** – Reiterate the importance of identity development as outlined in the key takeaways. Instruct students to complete their own Who Am I poem. Students will share what they wrote in small groups. Encourage a few students to share to the larger group as well.

Guided Practice (50 minutes):

4. **Activity 3: Crossing the Line** – Read each statement from the prompt. Instruct students to take a step forward if they relate to or agree with the statement read.

5. **Activity 4: Self-Advocacy in Action** – Have students recall situations in which they wish they could have advocated for themselves. Record responses on the board. After reviewing the keys to self-advocacy, instruct students to break into groups. In their groups, students will be assigned a topic from the ones previously generated by the class. Half of the groups will act out the incorrect way to handle their assigned scenario and the other half of the groups will act out the correct way to handle the scenarios.

Independent Practice (15 minutes):

6. **Activity 5: Self-Advocacy Worksheet** – Have students fill out each section of the worksheet. After each section, discuss each question with the class.

Check for Understanding (5 minutes):

7. Ask for volunteers to share what they’re proud of having done well. Then ask for volunteers to share what they still need to work on.

L17: Activity 1 – Definitions

As a class, work together to develop working definitions of the words ‘self-advocacy’ and ‘diversity.’ When students give an answer, ask them to share an example of their definition. After the class has come up with a sufficient definition, present the widely accepted definition of each word. Does the widely accepted definition match the class’ definition? Does diversity only have to do with race? Have a discussion on what examples would look like for each definition.

Self-Advocacy

An individual’s ability to effectively communicate, convey, or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions.

Diversity

Showing a great deal of variety; very different.

L17: Activity 2 – Who Am I

Instruct students to complete the “Who Am I” poem below. Provide context to students by explaining that everyone in the room comes from a unique background and each person is full of unique thoughts and capabilities. This activity is designed for students to explore and identify the diversity that they bring to the group. The ability for students to articulate personal identity is key when advocating for self and while celebrating the many levels of diversity that they possess.

Who Am I

I am (two special characteristics) _____

Son/Daughter of _____

Who needs _____

Who loves _____

Who sees _____

Who hates _____

Who fears _____

Who dreams of _____

I wonder (something you are actually curious about) _____

I want (an actual desire) _____

I pretend (something you pretend to do) _____

I feel (a feeling about something imaginary) _____

I am (the first line of the poem restated) _____

Resident of (where home is for you) _____

I understand (something you know is true) _____

I say (something you believe in) _____

I try (something you make an effort to do) _____

I hope (something you actually hope for) _____

I am (the first line of the poem repeated) _____

Post Activity Questions

Below are sample questions to ask after students have shared in groups.

1. Were you surprised by anything that your peers shared?
2. How did you feel when answering these questions?
3. Have you thought about these aspects of yourself before?
4. What did hearing what people wrote show you about diversity?
5. How do you think outlining these things about yourself can improve your ability to advocate for yourself?

L17: Activity 3 – Crossing the Line

Read each statement from the prompt. Instruct students to take a step forward if they relate to or agree with the statement read. This should be a silent activity and be sure to remind your students that they should create a safe space for each other to participate. If students do not feel comfortable stepping forward, make sure they know they do not have to do so. The purpose of this activity is to physically show the diversity amongst the classroom. Have the students consider how similar and how different they are from their peers. How do such similarities/differences contribute positively to the classroom? To the school? To the community?

Cross the line if...:

- You are female
- You are male
- You have eaten at Ben's Chili Bowl
- You play sports
- You consider yourself to be shy
- You consider yourself to be outgoing
- You have a hero or role model in your life
- You were/are in a position of leadership
- You live in ward (Insert specific ward)
- You have lived in DC your entire life
- You have been to the Lincoln Monument
- Your family has more than four children in it
- You are an only child
- You are the oldest in the family
- You are the youngest in the family
- You are a middle child
- You have been to the White House
- You have traveled outside of the country
- You were born in another country
- You follow some form of religion
- You know very little about your cultural heritage
- You speak a language other than English
- Going to college is your goal after high school
- Working is your goal after high school
- You have taken primary responsibility for caring or raising another member of your family
- Your parents have either divorced, separated, or never married
- You have at least one parent that has graduated from college
- You will be the first in your family to attend college
- You have cried at least once this year
- You have cried at least once this year for someone or something other than yourself
- You have participated in a protest
- You have been the victim of racism
- You have been discriminated against because of your age
- You have been stereotyped
- You have stereotyped another individual

Post Activity Questions

Below are sample questions to ask after the activity is finished. It is encouraged to use these questions as a conversation starter and then allow the conversation to freely continue.

1. How did it feel to do this exercise?
2. How did people feel when they crossed the line?
3. Did everyone cross the line for the same things? What does that say about our class?
4. How does this activity express diversity?
5. How do such similarities/differences contribute positively to the classroom? To the school? To the community?



L17: Activity 4 – Self-Advocacy in Action

Explain to students that, in the workplace, they will face situations where they must show initiative in advocating for themselves. This also includes remaining poised and possessing the tenacity to address difficult or unfamiliar situations.

Instruct students to call out times that they wish they were able to speak up for themselves and felt unable to do so. Record responses on the board.

Have students read the following aloud:

Keys to Self-Advocacy

- **Be Knowledgeable.** Before approaching your supervisor or co-worker, be sure that you have given critical thought to the issue that you wish to address. Have accurate information to support your position.
- **Maintain Composure.** Dealing with uncomfortable situations can cause a wide variety of emotions, such as frustration or anxiety, to arise. Remain poised; these situations can be addressed with seriousness and positivity at the same time.
- **Be Clear.** Avoid rambling or going off onto unrelated topics. Stay focused and have specific items that you would like to speak about.
- **Be Open.** Allow yourself to receive feedback and constructive criticism. Also, be willing to hear solutions that you may not have originally considered.

Following this overview, students will break in to groups and be assigned scenarios from the ones listed previously in the activity. Half of the groups will act out the incorrect way to handle their scenario. This will allow students to see what can go wrong when they do not advocate for themselves using the keys highlighted above. The other half of the groups will role-play the correct way to enact self-advocacy in the workplace.

If students are having difficulty generating scenarios, you may choose from ones listed below:

- An intern is told by a coworker that they are too young and inexperienced to help with a project. The intern is confident that they are able to learn while contributing to the project. However, they don't want to seem "pushy."
- An intern is having trouble understanding a task at work. Their supervisor is frustrated and thinks the intern is simply ignoring instructions. The intern is afraid they are about to be fired but they are too embarrassed to admit they are confused.
- An intern is working extremely hard but their supervisor never seems to notice. In fact, their supervisor doesn't ever really seem to have time to talk to the intern much at all. The intern is thinking about quitting since they are clearly not valued.
- An intern has had difficulty being on time to their internship. Their supervisor doesn't know this but the intern has to take their little brother and sister to camp in the mornings. The supervisor is frustrated by the intern's lack of timeliness and is thinking about letting the intern go.

L17: Activity 5 – Self-Advocacy Worksheet

Speak Up!

Self-advocacy means speaking up for myself or for something I believe in. People who are self-advocates can communicate what they are feeling, thinking and what they want or need. As a self-advocate, I can speak up to describe myself, to ask a question or to ask for help.

I can speak up to describe myself to others!

Everybody's different. Everybody's better at some things than at others. What I like, what I am good at and what I need help with makes me unique. **Here is what I would say when somebody asks me the questions below:**

"What activities do you like?"

"What activities do you need help with?"

"What activities can you do by yourself?"

"Everybody's different. What makes you different?"

I can speak up to ask for help!

Everybody needs help sometimes. I help others and others help me.

Here is what I would say when somebody asks me the questions below:

"Name the people you help in school. What do you do for them?"

"At home or in your community, who can you ask when you need something?"

"In school, who can you ask when you need something?"

"How do you ask people when you need something?"

"Name the people you help at home or in your community. What do you do for them?"

I can speak up to ask a question!

Nobody knows everything. Asking questions can help me find an answer.

Here is what I would say when somebody asks me the questions below:

"When do you ask questions at school or at home?"

"What do you do to get people's attention when you have a question?"

"What do you do to communicate better?"

Differentiated Instruction Question Bank

Unit 1 – Introduction: Poise, Initiative, and Tenacity

Lesson 1 – An Introduction to Poise, Initiative, and Tenacity

Higher Order Thinking Questions:

Interview Assignment – Have students identify a peer, teacher, colleague, or local public figure that they think embodies poise, initiative, or tenacity. How does this individual exhibit this trait in his or her life? Schedule a time to interview this individual to find out how they acquired their trait, what the trait means to them, and if they think it is something that can be learned.

Unit 2 – Poise

Lesson 2 – First Impressions

Higher Order Thinking Questions:

Snap Judgment Activity – Create multiple flash cards with various pictures of random individuals on them and/or find several extremely short videos that show individuals completing random tasks. These pictures should be of people the students do not know. Have students draw conclusions about these individuals based on their appearance and brief actions alone. Have students try to answer questions about where these individuals are from, their professions, their interests, etc. Then reveal to the students factual information about these individuals. What assumptions did the students make? Were they correct, incorrect? Discuss with students what they learned from this activity.

Lesson 3 – Professional Dress

Higher Order Thinking Questions:

A More Formal You Activity – Have a group of students plan an activity in which they interact with the public and/or industry partners. Break the students into two groups. One group dresses in street clothing, while the other dresses in Business-Formal clothing. Have the students participate in the activity and report back to the class on how people interacted with the students based on how they were dressed. Were the

nicely dressed students treated differently? Did the students dressed nicely feel differently?

Lesson 4 – Positive Attitude

Higher Order Thinking Questions:

Dunning-Kruger and “Illusory Superiority” – Have students research the 1999 Cornell University study done by David Dunning and Justin Kruger. Have students define the phenomenon of “illusory superiority.” Next, have students research how high school students in the United States rank internationally in the following categories: math, reading comprehension, and confidence. Have students discuss their findings. More specifically, have students discuss how having a positive attitude and having confidence are related. Does one need to have one to have the other? How are these two traits different?

Lesson 5 – Code Switching

Higher Order Thinking Questions:

A Deeper Dive into Code Switching – Have students discuss the following questions: What is the difference between code switching and being fake? Can someone be true to themselves as an individual while changing the way they speak in different environments? Can a person code switch without even speaking? Explain your answer. Have students try to come up with examples of subtle code switching. What are the little things people can do to code switch?

Lesson 7 – Public Speaking

Higher Order Thinking Questions:

Learning from the Greats – Have students use the Internet to find video footage of a famous speech. Have students watch the speech and record, at minimal, three specific public speaking techniques that the historical figure utilizes while speaking. Next, have the students deliver their own speech to the class that incorporates the traits they recorded. This is a good activity to use as differentiated instruction for students who are already skilled at public speaking and need a challenge.

Unit 3 – Initiative

Lesson 8 – Organization

Higher Order Thinking Questions:

Shokunin – Have students look up the meaning of the Japanese term Shokunin (The translated meaning is artisan or craftsman, but the literal meaning is about the pursuit of perfection through repetition and discipline in a craft). A good clip on Shokunin can be found online entitled “Jiro Dreams of Sushi – The Spirit of Shokunin” at <https://www.youtube.com/watch?v=Q78xvcnmlMw>. Have students discuss what they think Shokunin means and have them come up with examples of ways people can embody the Shokunin philosophy. Have the students think of examples of activities where individuals must perfect the basics in order to become masters. How does this apply to organization?

Lesson 9: Time Management

Higher Order Thinking Questions:

- Design Your Own Tips – Students were given the ten tips for time management during class. These ten tips were created to fit a general audience. You may notice that your students do not feel that these tips work best for them. Have students design their own ten tips for time management based on their own experiences with time management as well as what they learn from other sources that they find online.
- Critique a Peer – After finishing the task master, challenge students to read over a peer’s completed task master. Have them focus on the following questions as they critique their peer’s tasks. Are these tasks realistic for their time frame? Did they forget to add necessary steps? Did they allocate the appropriate amount of time to each step? Are the steps in the proper order?
- Google Calendar – Challenge students to put all of their task master steps on to their Google Calendar and then sync it up with their phone.
- Informational Interviews – Instruct students to interview someone that they see as a busy person in the school or in their life. Students should ask these individuals how they stay organized and how they stay on top of their schedule. After conducting their informational interviews, students should reflect on their own organization and time management skills. How can they incorporate the information from their informational interviews in their own time management techniques?

Lesson 10: Banking – Savings, Checking, Credit

Higher Order Thinking Questions:

- Real Life Research – Along with the resources from class, have students research the factors that should be considered when opening savings/checking accounts or credit cards. Afterwards, have students compile a list of banks and companies that offer saving/checking accounts, and credit cards throughout DC. Have students, based on the factors determined for each type of account, choose which bank offers the best savings/checking accounts and credit cards (high interest rate for savings/checking, low interest rates for credit cards).
- How much am I spending? – It is important for students to begin understanding how much they spend in the specific areas of their lives. Have students design an excel sheet where they can input all their expenses. In the sheet, students should make separate columns for certain areas that they spend in (i.e. food, transportation, clothes, etc.). This will allow them to understand how much they spend on each facet of their life, which will make them learn how to be more efficient and conscientious with their spending.

Lesson 11: Resume Writing

Higher Order Thinking Questions:

- What Do Employers Care About? – Have students do a research report on the components of a resume that employers think are most important to focus on when developing a resume. In addition, have students research what makes a resume stand out to an employer. Afterwards, students should reflect on how they can incorporate their findings into their own resume.
- Critique a Peer – After finishing their draft resume, challenge students to read over a peer’s completed resume. Have them focus on the following questions as they critique their peer’s resume. Do they have a clear format to their resume? Do they incorporate good action verbs? Do they clearly and effectively describe their experiences?
- Tell Me About Your Resume – A common question asked during interviews comes in the form of, “Please take me through your resume and how it applies to this job.” Have

students design/rehearse how they would explain their resume to someone in an interview. Make sure that they explain as if their applying for a job in their career field.

Lesson 12: Cover Letters

Higher Order Thinking Questions:

- Critique a Peer – Challenge students to read over a peer’s completed cover letter. Have them focus on the following questions as they critique their peer’s cover letter. Do they have a clear format to their cover letter? Do they use professional language? Do they clearly and effectively describe reasons why they are fitting for the job?
- Make a Poster – Research best practices for cover letters. Have students focus on format, language, types of experiences to include, and anything else they might find. Then, students should design a “Cover Letter Tips” poster that your class can use moving forward.

Unit 4 – Tenacity

Lesson 13: Branding – Creating Your Own Brand

Higher Order Thinking Questions

Practice Makes Perfect – Have students practice personal branding statements on other teachers or faculty that they have not met. Then, have teacher/faculty member give their branding statement. After sharing branding statements, have students ask for feedback that they can utilize as they revise their branding statement.

Lesson 14: Networking – Turning It On

Higher Order Thinking Questions:

Business Card Design – Have students research what makes a business card look professional for a high school student. After, students should design a personalized business card that they would be proud to hand to an employer.

During the research of business cards, have the students consider the following question: How do business cards differ for students and employees? Potential to get a printing company to donate business card printing services to class.

Lesson 15: Netiquette

Higher Order Thinking Questions:

- Reflection – Have students reflect on the following questions. How can they apply the lessons learned from the dos and don’ts of social media to the way they carry themselves in their day-to-day lives?
- How Private is your Account? – Have students consider each social media platform they use. After, students should research the privacy settings of each platform to determine how to make their account more private and secure.

Lesson 16: Interviewing

Higher Order Thinking Questions:

Practice Makes Perfect – Have students partner up with a peer in their class. Students should start by asking their partner what career field they are interested in. Then ask them which company they would like to work for within that field. Each partner’s job is to search for sample interview questions for an intern at that company. Following that, have students create a list of questions that they might expect to be asked of an interviewee (e.g. resume, career related questions, future aspirations, etc.). Each partner should take turns being the interviewer and interviewee. Afterwards, have students offer feedback to each other on interview performance.



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