

*By the New York Times #1 Best-Selling Author of
Money Doesn't Grow on Trees*

TEACHER'S GUIDE



The Ultimate Career Guide for Young People

By Neale S. Godfrey



At Deloitte, we approach environmental sustainability with a sense of purpose and a sense of urgency. We owe this to our people, our communities and to future generations.

Therefore, we are proud to make *LIFE*, Inc. materials available electronically, and where printed, *LIFE*, Inc. materials are printed on recycled paper. If you decide to reprint your electronic version, please consider using recycled paper as well.

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LIFE, Inc.: The Ultimate Career Guide For Young People—Teacher’s Guide

By Neale S. Godfrey

Cover price: \$45.00

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In addition, Deloitte Foundation, the sponsor of *LIFE, Inc.*, would like to document the journey of the *LIFE, Inc.* experience through a collection of testimonials and photos. Please send any testimonials or photos that you or your students would like to share on their experience with *LIFE, Inc.* to Deloitte Foundation (at the address above). Please be sure to sign and return the “Name, Likeness and Testimonial Release” consent form with any photos or testimonials that you wish to submit. Each person that appears in a photo, or writes a testimonial with which he/she would like his/her name associated will need to sign a consent form. Parents will need to sign for any minor children. If you wish for Deloitte Foundation to use your quote or testimonial anonymously, you do not need to submit a signed consent form.

Library of Congress Cataloging—In—Publication Data

Godfrey, Neale S. Godfrey

LIFE, Inc.: The Ultimate Career Guide for Young People—Teacher’s Guide

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2011 FOURTH PRINTING

Cover design by Meadow Art & Design, Fair Lawn, NJ
Special Thanks to Sylvia D’Andrea, Bart D’Andrea, and, of course, Kristin Ginty.

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A word from Deloitte Foundation, our Sponsor:

Teachers play a critical role in mentoring and in helping students discover their passions, their strengths and the paths that they may wish to pursue in college and ultimately as adults. We realize how challenging it can be to incorporate career development and exploration into your everyday course work, with so many career choices available today and so little time to work with each of your students individually. With these challenges in mind, the **LIFE, Inc.** program was born—not only as a career guide and development program for middle and high school students, but as a way of helping teachers like you create a more rewarding experience in the classroom by building students’ awareness of themselves and the variety of career options within their reach. It is quite a journey for them—and for you as educators. We hope that these materials create strong links for your in-class and after-school discussions about careers and the opportunities that await your students in their future.

— **Shaun L. Budnik, President, Deloitte Foundation and Partner,
Deloitte LLP**

A word from Deloitte LLP, also a supporter of LIFE, Inc.

What’s up with a big business like Deloitte LLP supporting a project about careers? It’s easy. Our research shows that young people begin thinking seriously about careers as early as age 10, and that by age 17-18 young people have ruled out many careers including technical ones like we offer such as accounting, taxes and business consulting. We’ve also asked young people how we can help. They have asked for tools to help them make these important life decisions. So here we are. We believe that with the right tools, your students will become more optimistic about their futures and maybe consider what our profession offers in the process.

Thanks for what you do every day to enrich the lives of your students!

— **W. Stanton Smith, National Director, Next Generation Initiatives,
Deloitte LLP**

A NOTE TO TEACHERS/INSTRUCTORS:

LIFE, Inc. is designed to help students in middle school and high school, as well as freshmen in college, to make some of Life's biggest decisions about their future with more confidence. Career choices can now be viewed as organic and creative, as opposed to perhaps static, dull, and dead-end.

In order to look at the world differently, our young people need new glasses to view the new career landscape. Perhaps before if you were good in math, you were told to be a mathematician, if you liked to read you could work at a magazine, or if you were good with your hands, you could be a carpenter. Consider that boring? Why? Because it is. Because there is no "you" in it.

Today's youth has the ability to be more creative than we were. They can telecommute, work from remote locations and there will be careers of tomorrow that are not even conceived of today.

This new "tomorrow" demands that we look at ourselves of "today" in a different way. That's what **LIFE, Inc.**'s goal is. To teach our students with the new tools of today to help build their life of tomorrow.

This **Teacher's Guide** with accompanying components of the **LIFE, Inc.** book and **Student Journal** are the only tools you'll need. No further teacher/instructor training is necessary. There is also a **LIFE, Inc.** website. You'll find it at www.nealeslifeinc.com. You can use the website in conjunction with the **Teacher's Guide** and **Student Journal**, or it can be used alone. If you wish additional training, go to the website, www.nealeslifeinc.com, and click on the Teacher Training Module. This is a step-by-step tutorial designed as a "Train-the-Trainer" instructional module to better familiarize you with how to teach **LIFE, Inc.**

Students will also be asked to interview other friends, adults, and children in their lives. These people may give your students some additional insights into their strengths/weaknesses, and their likes/dislikes. We want students to be safe with regard to these interviews and ask for you to obtain permission from the students' parents/guardians. There is a sample of a Permission Slip at the back of your **Teacher's Guide**. Students will give their completed interviews to their Teachers/Advisors/Parents/Guardians to submit on the students' behalf to usnationallifeinc@deloitte.com.

We encourage questions. Please contact us at: usnationallifeinc@deloitte.com if you have any questions or comments. We welcome your feedback.

IMPLEMENTING THE LIFE, INC. PROGRAM:

We suggest that you consider one of these options for using these lesson plans as part of your program if you are a middle school or high school teacher, a college freshman professor, or an after-school program provider.

Teach a 7-Lesson Unit:

- As part of a curriculum—English, Social Studies, Life Skills, Family & Consumer Services, Economics, Math, History, Technology, Career In-School Curriculum or Career Fairs and Career Days.
- As lesson plans throughout the year at "Teachable Moments."
- As the particular lesson ties to your current instruction.
- As part of an After-School Program.
- Present the lessons in smaller units, consecutively, or several weeks apart.
- Present the lessons a few weeks before your school offers Career Days or a Career Fair.
- If you teach it consecutively, it should not be taught longer than in 45 minute sessions.
- Can be taught as part of a Life Skills course for college freshmen.

NOTE: Lessons can extend over a greater period of time because of additional activities, research, and exercises.

ABOUT LIFE, INC.:

LIFE, Inc. will help students to think about their future careers. We'll help students to look at themselves: their likes, dislikes, strengths and weaknesses. We'll show them real life interviews (Virtual Role Models-VRMs) of people who are looking back to their early life decisions and the path that got them to where they are today. We'll also look at the pros and cons of many careers.

There is no one path to a career—or to life for that matter. The VRMs will show that. The way our children and students need to look at their careers will be different from the way we looked at our lives. Young people today need different tools to examine their future.

NOTE: As a teacher, instructor, or mentor, we encourage you to answer the questions on the VRM quiz and e-mail them with your photo, if you so choose, to Deloitte Foundation at usnationalifeinc@deloitte.com for possible inclusion in our VRM Library on the website. You will need to fill out the Name, Likeness and Testimonial Release.

LIFE, Inc. will hopefully give students some of these tools to look into the future. One technique students will learn is **visioning**, which we call “Back-To-The-Future.” They’ll choose a career and put themselves in an imaginary position in that career. Then they’ll figure out, backwards, step-by-step, how they got there. Think of this as a reverse roadmap, going from your future career, backwards. When you turn the path around, you now have a roadmap leading from where you are today into the future.

OVERVIEW:

The **LIFE, Inc. Teacher’s Guide** and **Student Journal** will include a variety of components that enable you to personalize instruction while addressing a broad range of cultural and learning modalities. You can also use this program in conjunction with your existing programs to supplement an existing curriculum.

The program components include:

- **LIFE, INC.: THE ULTIMATE CAREER GUIDE FOR YOUNG PEOPLE, STUDENT BOOK**—This motivating and user-friendly resource book introduces students to career concepts in a fun and thought-provoking way.
- **VIRTUAL ROLE MODELS (VRMs)**—These are real interviews by people who are looking back at their career paths. They share their stories with students and show that you don’t have to have perfect clarity about what you’re going to do with your life. The VRMs show you that there are many roads to success. “Success” is designing and pursuing the life you chose.
- **VISIONING**—Students will learn a technique that “puts” them into a career in the future. They’ll discover and learn the steps or action plan that will help them to achieve that goal, in reverse.
- **INTERACTIVITY**—Students will interview themselves and others to more fully understand their own likes, dislikes, strengths, and weaknesses.
- **STUDENT JOURNAL**—Students will collect their interview discoveries in a personalized workbook/journal. They will create their own visioning exercises.
- **LIFE, INC. WEBSITE www.nealeslifeinc.com**—This is an interactive website designed to engage students in a dynamic way. They will be presented with challenges through “games” to explore themselves and look at possible life choices.
- **EVALUATION**—The author asks that you complete the Teacher/Instructor Evaluation, have your students fill out the Student Evaluation and the Name, Likeness and Testimonial Release and submit them to Deloitte Foundation, the sponsor of LIFE, Inc., so that the author can work with the sponsor to improve the program materials and measure the impact on the user.
- **NAME, LIKENESS AND TESTIMONIAL RELEASE**—Deloitte Foundation, the sponsor of LIFE, Inc., would like to document the journey of the LIFE, Inc. experience through a collection of testimonials and photos. Please send any testimonials or photos that you or your students would like to share on their experience with LIFE, Inc. to Deloitte Foundation. Please be sure to sign and return the “Name, Likeness and Testimonial Release” consent form with any photos or testimonials that you wish to submit. Each person that appears in a photo, or writes a testimonial with which he/she would like his/her name associated will need to sign a consent form. Parents/guardians need to sign for any minor children. If you wish for Deloitte Foundation to use your quote or testimonial anonymously, you do not need to submit a signed consent form.

TEACHERS/ADVISORS/PARENTS/GUARDIANS—PLEASE FILL OUT ALL FORMS AND MAIL, FAX, OR E-MAIL TO:

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Italics—Italics are used to indicate what the instructor should read aloud to students. Feel free to put this in your own words.

PDF Availability—To download free electronic versions of the LIFE, Inc. materials, please visit www.nealeslifeinc.com. You will be able to download complete versions of each publication, store it in your computer, and use your printer’s menu to print out individual pages as you choose.

TEACHER’S GUIDE, LIFE, INC.: THE ULTIMATE CAREER GUIDE FOR YOUNG PEOPLE
• BROUGHT TO YOU BY DELOITTE FOUNDATION •

CONTENTS:

The **Teacher's Guide** contains seven lessons for middle school and high school teachers/instructors and college freshmen professors. We've created one **Teacher's Guide** to cover students at all levels. Why? Because if students have not been introduced to this unique concept of visioning and self-discovery, the topic is new at any age. You will judge the level of sophistication of your students.

The **Teacher's Guide** begins with a "Getting Started/Warm-Up" exercise for younger students. This is a simple motivating exercise to introduce students to the concept of work; one can either produce a **Good** or provide a **Service**.

Physical games are included as "Options" at the end of the **Teacher's Guide** for students. After-school programs will also be utilizing this program, and a Pilot Program has indicated that this population requires a degree of physical stimulation to maintain student interest.

There will be literal, interpretative and critical-thinking questions and activities to guide teachers/instructors and to assess students to see if they understand the concepts on an ongoing basis.

The Evaluation will include culminating questions to help students summarize the main ideas of the lessons as well as journal writing and interviewing activities intended to give them the opportunity to practice the techniques taught.

The lessons and activities are interdisciplinary and can be correlated to other disciplines.

As an instructor, you may have to be sensitive to "Meet Individual Needs" of your students, providing teaching support for the instruction of students with limited English proficiency, for students who need more challenges, and for students who would benefit from re-teaching.

- The use of the Internet is encouraged for research.
- "Home Connection" provides suggestions for bringing school and after-school learning into the home and the student's local community. In many instances, **LIFE, Inc.**, the book, will be provided at home for the parents/guardians to review with their children. We also encourage parents/guardians to become mentors, sharing their work and life journey experiences with students both in school and at after-school programs.

CORRELATION WITH NATIONAL STANDARDS:

National Content Standards for Grades 6 - 8

LESSON/ACTIVITY:	Economics	Reading	Writing	Listening/ Speaking	Math	U.S. History	Self-Regulation	Thinking & Reasoning	Working With Others	Technology
1. Getting Started: Goods and Services	•									
2. Who Am I? Student Self-Discovery	•	•	•				•	•	•	
3. The View From the Top of the Mountain			•				•		•	
4. Busting the Gender Gap			•			•				•
5. Mentors: Students Learn From Others			•	•					•	
6. What's My Line? Students Explore Career Possibilities			•	•						
7. A Word About Money	•		•		•			•		

National Content Standards for Grades 9 - 12

LESSON/ACTIVITY:	Economics	Reading	Writing	Listening/ Speaking	Math	U.S. History	Life Work	Self-Regulation	Thinking & Reasoning	Working With Others	Technology
1. Getting Started: Goods and Services	•										
2. Who Am I? Student Self-Discovery	•		•				•	•	•	•	
3. The View From the Top of the Mountain			•					•		•	
4. Busting the Gender Gap			•			•					•
5. Mentors: Students Learn From Others			•	•			•			•	
6. What's My Line? Students Explore Career Possibilities			•	•			•				
7. A Word About Money	•		•		•		•		•		

Source: McREL (Mid-continent Research for Education and Learning) Compendium of National Standards and Benchmarks; NCTE (National Council of Teachers of English); NCEE (National Council on Economic Education); NCSS (National Council for the Social Studies); International Society for Technology in Education.

• THE CORRELATION WAS COMPILED BY SCHOLASTIC, INC. •

CORRELATION: How Does *LIFE*, Inc. Fit Into Your School Day?

You will be able to discover the cross-curricular nature of *LIFE*, Inc. and how it will correlate to other standards in your state pertaining to:

English/Literacy Skills/Language Arts:

- Reading
- Writing
- Comprehension
- Listening
- Communication
- Reasoning
- Connections, etc.

United States History/Technology:

- Economic Boom—Post WWII
- Technological Development
- Women's Rights/Racial/Gender Equality Issues
- Contemporary U.S. Economic/Social/Cultural Dev.
- Shows How Changes in National & Global Economy Have Influenced the Workforce
- Emerging Technology/Role in Careers

Financial Literacy/Economic Skills:

- Costs and Benefits of Choices (Opportunity Cost)
- Prices/Wages/Taxes
- Markets/Competition
- Money/Income/Budgets
- Investment Rates
- Entrepreneurship, etc.

Math Skills:

- Computation and Estimation
- Statistics
- Measurement
- Problem-Solving
- Reasoning
- Probability
- Mathematical Connections, etc.

NOTE: For a more complete correlation, please e-mail us at: usnationallifeinc@deloitte.com

CROSS-CURRICULAR ACTIVITIES:

Examples of how LIFE, Inc. can be flexibly used as part of a Life Skills course or as a “teachable moment” in an interdisciplinary manner.

English/Literacy:

EXAMPLE: When students are reading stories about fictional characters or real life people, they could write and present a paper on the topic: What Other Careers Could That Fictional Character Or Real Life Person Have?

For example, if they were reading *Catcher In The Rye*, the instructor could ask, “What type of job would Holden be good at today, why, and what skills does he have or need?” Or, if it is Martin Luther King Jr. Day, students could discuss MLK’s skills (Lesson #2: Who Am I?) and think about how his skills could be used in other careers. For an extension exercise, students can use the Visioning Technique as a basis, and write a story about how they see themselves in the future.

United States History/Technology:

EXAMPLE: Students can think about a future product based upon imaginative technology, i.e., “flying cars” (Lesson #4: Busting the Gender Gap). Ask them to think of “future careers” based upon that product and how new laws have to be created to deal with new situations. New engineering, design, and manufacturing careers will have to be developed. New “air traffic” laws will have to apply because roads will become obsolete. New monitoring devices will have to be created and new “flying police people” to enforce the “flying car laws.”

Financial Literacy/Economic Skills:

EXAMPLE: Students can “vision” (Lesson #3: The View from the Top of the Mountain: Visioning) real careers and research salary levels and create budgets based upon those (Lesson #7: A Word About Money). They can also research real costs, tax brackets, home and apartment costs, utilities, etc. and build a detailed budget depending upon their knowledge level. More than one career can be researched and “opportunity costs” can be weighted.

Math Skills:

EXAMPLE: These math skills will be used extensively (Lesson #7: A Word About Money). Word problems could be created dealing with problem-solving using real mortgage costs, real taxes, real salary levels, etc. There is an activity, “License to Drive,” for students to figure out all of the costs associated with the purchase and use of an automobile.

LESSON # 1

GETTING STARTED: GOODS & SERVICES

WARM-UP ACTIVITIES

ABOUT THE LESSON:

The purpose of the lesson is to introduce students to the concept of careers and how they may fit into the world. At an elementary level, a career or job is either based around producing and selling a “good” or providing and selling a “service.” **NOTE:** Students can begin this lesson before reading *LIFE, Inc.* This is appropriate for middle school and high school students.

GOAL:

To understand the difference between a “good” and a “service.” Students will learn that many careers are created around getting a specific good to market or around providing a service.

INSTRUCTIONS:

First, decide whether the exercises are going to be homework, class work, or a combination of both. Ask the class to create a Goods and Services chart in their **Student Journals** or on the board. Invite students to generate a list of items that are considered Goods (goods are real things such as food, clothing, or books) and a list of Services, (services are work people do for other people). Then, next to it, ask them to list possible careers associated with that good.

Ask students to think of careers that are needed and would be related to each item. Ask them to look at the goods and services that are produced, along with the process, to get that good to market.

GOODS & SERVICES

The list could look like this...

GOODS

CAREERS

- Food—** Farmers to grow food • Trucks and truck drivers to get produce to market • Stores/ shopkeepers to sell food
- Toys—** Toy Designers • People to finance idea • Toy Manufacturer • Advertisers to design ads
- Homes—** Tree Farmers • Loggers • Trains/trucks to haul logs • Builders
- Clothes—** Cotton Growers/Pickers • Clothes Designer • Bankers to finance designers • Store Owners to sell products • Credit card companies for people to buy clothes • Accountants to work for all companies along the process

SERVICES

CAREERS

- Doctors—** Nurse • Hospital • Maintenance People • Drug Company
- Dentist—** Dental Hygienist • Toothpaste Company • Dental Instrument Company • Company that makes braces • Plastic Company • Oil Company
- Teacher—** Schools • Book Company • Paper Manufacturer • Computer Company
- Bus Ride—** Bus Manufacturer • Gasoline Company • Rubber Company • Steel Manufacturer • Glass Manufacturer • Plastic Manufacturer • Tire Company

EXERCISE: “IT’S TAXING”

Ask students to list services that are paid for with public funds (taxes). Then, ask students to share the lists they have written in their **Student Journal** and discuss.

Example: Police People, Firefighters, Government Workers, Hospital Workers, Teachers

A FUN THING TO DO: THINK ABOUT IT!

Read each sentence: Ask the students to decide if the person speaking provides a **good** or a **service**. Students should write **G** or **S** (**G** = Good, **S** = Service) next to each line. Students will find this list in their **Student Journal**.

As you read each question aloud, students can fill in their answers.

ANSWERS

- | | |
|--|----------|
| 1. “I’m having a ball,” said the Sports Store Owner. | G |
| 2. “Business is dying,” said the Funeral Director. | S |
| 3. “It has its ups and downs,” said the Elevator Operator. | S |
| 4. “It’s going to the dogs,” said the Groomer. | S |
| 5. “It’s looking up,” said the Airline Pilot. | S |
| 6. “It’s growing,” said the Florist. | G |
| 7. “It’s a real pain,” said the Doctor. | S |
| 8. “It stinks,” said the Garbage Collector. | S |
| 9. “It’s adding up,” said the Math Teacher. | S |
| 10. “It’s all material,” said the Dressmaker. | G |
| 11. “It’s all right,” said the Card Shop Owner. | G |
| 12. “It’s grand,” said the Piano Tuner. | S |

ANOTHER SPIN: TRY A VERSION OF SCATTEGORIES® WITH YOUR STUDENTS

Choose the name of a Good or Service and ask students to write down 5 jobs/careers associated with that Good or Service on any scrap piece of paper. Give them a minute—two minutes tops—to get their answers down. Then, review the students’ answers out loud. Students must cross off any career another student has written. For example, let’s say you picked “Apple” as the Good. Students may write down, “Farmer, Apple Picker, Truck Driver, Factory Worker, Pie Baker”, etc. Have students circle all answers on their lists that are not used by any other student in the class. Then, ask students to score the round by writing down the number of circled answers at the top of their list. Play two more rounds (three rounds total) and then have students total their score for the three rounds of play. The highest score wins.

NOTES:

LESSON # 2

WHO AM I?: STUDENT SELF DISCOVERY

REFRESHER FROM WARM-UP LESSON:

Often young people feel pressure from parents/guardians, schools, the media, even their friends to “Pick a Career.” This lesson will help them to take a step back and learn a little more about themselves first.

Read and have the class explain in their own words: We’ve completed the exercise about Goods and Services. You now know the difference. Please explain the difference between a “Good” and a “Service.” (Answer: A **Good** is a real thing, like food, clothing, CDs or books, while a **Service** is work people do for other people, like drive a taxi, be a doctor, cut someone’s hair, be a teacher). Now, we are going to talk about possible jobs you could have. Tell me the most important word I just said? (Ask for answers.) The answer is “**you**.” That’s because, your job is “**you**,” your career is “**you**” and your future is “**you**.” It’s a simple message, but maybe the most important lesson you can learn. A career doesn’t just float out there—your career is connected to you.

ABOUT THE LESSON:

Before students select a career, they have to begin learning about themselves. They’ll start to articulate what their passions are and what are the things they really feel excited doing. They may discover some surprises.

- GOALS:**
- Self discovery
 - Interviewing techniques
 - Home Connection: Interview other people in the student’s life
 - Learning about yourself through other’s eyes

INSTRUCTIONS:

After students have read the Introduction and Chapter 1 of **LIFE, Inc.**, they should complete the activities in Lesson 2 in their **Student Journal**. You can read the questions aloud and students can write their answers in the **Student Journal** or they can complete this at home and share their answers. **Explain that their only goal is to answer the questions honestly.**

NOTE: As the instructor, you should also complete the “exercises,” and you will use yourself as an example for students. Part of your role is to mentor the students. Collect the student’s answers, or if they are using the website, the data will be captured. This is necessary because, by the end of the lessons, you will help to identify a career for each student that they may wish to explore based upon some of their likes/dislikes, etc.

EXERCISE: “I LIKE/I DON’T LIKE”

It’s a good idea to start by making a few “Best Lists,” and a few “Worst Lists.” Try these:

- The things I like to do most are: _____
- The things I like to do least are: _____
- My favorite subjects in school are: _____
- My least favorite subjects are: _____
- Here’s something I can do for hours: _____
- Here’s something that makes me want to get up and walk out of the room: _____
- Would you rather be indoors or outdoors? _____
- Do the most interesting things happen to you when you’re out or at home? _____

CONTINUED ON NEXT PAGE

- Would you rather be talking or listening? _____
- Would you rather be listening or reading? _____
- Would you rather study alone, with a friend or with a group? _____
- Which way do you get more studying done? _____
- Would you rather write a paper or give a report in front of a class? _____
- Would you rather read a book or find things out on the Internet? _____
- When you listen to music, which is more important to you, the music or the words? _____
- When you have to fix something, do you sit down and study the problem first, or just fix it? _____
- Do you understand something better by reading about it, studying a diagram or having someone explain it to you? _____
- When you talk about something you know how to do, do you start by giving the details or the big picture? _____
- When you get a new piece of equipment, do you read the manual or do you just plunge in and try to figure it out? _____
- If you wanted someone to do something for you, would you feel more comfortable writing a letter, an e-mail, or an instant message explaining what you needed and why or would you rather talk to the person directly? _____

EXERCISE: WHAT'S MY CAREER INTEREST TYPE?

The next step is to have students explore different work environments that may suit them better than others. Students will be given six categories and will have to rank their choices from 1 to 6, from Best to Least. Have them fill out the worksheets in their **Student Journals**.

Discuss students' findings. You'll see that they may have varied likes and dislikes and will not fit into one category or another. That is the point. Most careers are multi-faceted.

Read this to students or discuss in your own words: All of these questions are part of who you are, and, sometimes, they are a more useful way of assessing yourself than making what's quite likely a blind stab at guessing what you want to do with your life. A college counselor, or somebody who's thinking about hiring you for a job, might be interested to hear that you think you'd like a career in sales. But why do you think you want a career in sales? The person who's interviewing you doesn't know, and maybe you don't either. If your interviewer is doing his/her job right, s/he might be a lot more interested in knowing that you like to talk to people, that you think well on your feet, and that you're not self-conscious about starting a conversation with someone you don't know.

INSTRUCTIONS:

Read this aloud, and students can write responses in their Student Journal or they can complete it as a homework assignment: Not only are there some jobs or careers that are going to suit you better than others, there are some work environments that are going to suit you better than others. Take a look at these general areas of work environments. Which one describes you best? Which is least like you? Take a moment, and rank them from (1) to (6). 1 is "Best describes you" and 6 is "Least describes you."

RANK CAREER TYPE DESCRIPTION

	Realist	I like to make things, and see what I've made. I like to work outdoors. I like to work with my hands, and I'm proud of my physical skills. I like to see the results of my work right in front of me.
	Detective	I like to get a bunch of facts together and figure out what it means. I like math and science. I like to find out new things. I like to come up with theories.
	Artist	I'm happiest when I'm expressing myself. I don't always fit into other people's structures or rules. I like things to be flexible, and I like to find my own answers, even if they're not anyone else's.
	Teacher	I like to help people learn things. I like working with people, and seeing them understand, and knowing I was a part of it. I like working in groups and sharing responsibilities. I communicate well with others. I'm interested in people's feelings.
	Entrepreneur	I'm good at managing people, and I'm good at getting other people to see my point of view. I like to work as part of a team, but I want to be captain of the team.
	Detail Person	I'm good at detail, and I like to make sure that things are done right. I'll take the time to find out the right way of doing things. I like knowing who to go to when I need answers, and I like having the answers when people come to me.

THINK ABOUT POSSIBLE CAREERS:

Realists are often happiest doing work that relates to nature and the outdoors, mechanics, construction or military service.

Detectives do a lot more than solving murder mysteries. They may end up doing scientific research, or working with computers, or doing fact-finding jobs like writing history books or solving business problems for companies.

Artists may go in for careers that relate to art, music, drama, or writing, but they're just as likely to be drawn to marketing, advertising, public relations, or computer graphics.

Teachers may actually end up as teachers, but they can also go into coaching or counseling, or healing professions like nursing. they can also be great mentors.

Entrepreneurs may end up running their own business, or managing a business. They can be good at sales jobs or in politics.

Detail Persons may find themselves drawn to financial institutions, accounting firms, or other large businesses. They may also become engineers, computer programmers or editors.

STIMULATE CONVERSATION:

Ask students if they enjoyed taking a quiz where there are no right or wrong answers. Here's the other news: there is no "one" type of person. In fact, we are all a combination. **NOTE:** You will now share your own "quiz" results with the students to show them how you fit in to more than "one" type, but that you probably would like to do some things more than others. Explain how and why you ranked your "vocational type" from 1-6. Encourage a student or two to share their rankings and why. This is a good time to ask questions and have students share their thoughts.

EXERCISE: AS OTHERS SEE YOU

Read this to students or discuss in your own words: You have started taking a closer look at yourself and started to see some of your personality “types.” But, have you ever thought about how other people see you? Now you are going to try turning this quiz around and ask other people how they see you. Others may see something in you that you don’t see. (Home Connection.)

INSTRUCTIONS:

Read aloud to students: Take your **Student Journal** with you and bring along a pen. Explain to the people you will interview that you are doing this program to help learn more about yourself. The program is called **LIFE, Inc.**, and it will help you to think about future careers. Explain that you took a quiz to start to look at your vocational interest type. A vocational type is helping you to choose what type of job or career you may be interested in. Read each of the six vocational types to the people you are interviewing, so they will understand. This will only be useful for you if you interview people who really know you. Interview a friend, an adult friend of your family, an adult relative/guardian, a teacher, a counselor, and/or anyone else who knows you well. For instance, it could be an older brother or sister, or, perhaps, a coach.

NOTE: Make sure students get permission from a parent or guardian before they interview others. Try to have students ask the people they are to interview to save an hour or so to do this. Also, the teacher/instructor should have a person in his/her life answer questions.

TIMING:

Students should have results by their next session, if they can. If they can’t, ask them to complete this over the weekend or as soon as possible.

EXERCISE: HOW DO YOU LIKE TO WORK WITH OTHERS?

Read aloud: We all know it’s good to be able to work with people, but what does that mean?

- For a basketball player, working with people means being able to anticipate exactly when your teammate is going to make a cut toward the basket.
- For a person in advertising, it means being able to bat around creative ideas to mount a campaign that will ultimately get people to buy the products your campaign is selling.
- For a salesperson, it means being able to talk comfortably and enthusiastically to strangers about a product that you understand thoroughly and believe in, so that they will buy the product from you.
- For a researcher, it means being able to share the results of your research with people who are studying in the same field, even if they’re not in the same room or even in the same country, so that together you can work toward the goal, such as curing a disease or inventing a new satellite.
- For a firefighter, it means being able to count on the skill, courage and experience of the person working beside you, to help put out a fire and save people’s lives.

STIMULATE CONVERSATION:

What are some other fields you can think of that involve working with people?

What does “working well with people” in those fields mean?

Which are the ways you like to work with people?

Now, have students turn to their **Student Journal** and complete the exercise HOW DO YOU LIKE TO WORK WITH OTHERS? Have them check off all the answers that sound as though they describe them.

After they have completed the checklist, have students go back to their **LIFE, Inc.** book and read over some Virtual Role Models (VRMs). Have students pick out some careers that highlight some of the interests they have “checked” above. Then, have students list those careers in the space provided in their **Student Journal**.

NOTE: Students will discover that they have several different areas of interest, not just one. Help them to appreciate that we are all multifaceted. The VRMs will allow them to uncover career possibilities that they may not have originally considered. Let’s say they want to work in the not-for-profit world, perhaps a charitable organization. You could select the VRMs of Cheryl Ka’uhane Lupenui or Shaun Budnik. After reading their VRMs, students can see some of the character traits that they have to make them successful as well as the education and knowledge they needed to get the job. Cheryl was exposed to business through her Mom. She discovered that she was passionate about working with women, children, and families. Shaun started as an actress and later discovered accounting, she is also a creative and passionate Detail Person. Discuss how both women’s lives and experiences were a journey. They did many things before deciding and getting their current jobs as heading not-for-profit corporations. (Other VRMs can be found on the website, www.nealeslifeinc.com.)

SEE WHAT OTHERS SEE (THIS IS A HOMEWORK ASSIGNMENT).

INSTRUCTIONS:

Read Aloud: *Now, do the same thing you did before. Find out how others see you. Choose someone to interview and ask the interviewee which descriptions best describes “you.”*

Make sure students have permission from a parent or guardian to interview others. The **Student Journal** provides interview forms.

PROBLEM SOLVING

Read aloud and students will fill-in the answers in their **Student Journal**.

We live in a fast-moving, fast-changing world, and problem solvers are going to be in the forefront of it. What kind of problem solver are you?

Rate these from 1 to 5, where “1” fits you the best and “5” fits you the least.

	I like to look for answers on the Internet.
	I like to learn things from books.
	I like to solve word puzzles.
	I like to put things together and make them fit.
	I like to present my homework neatly with a nice cover and graphics.

When you’ve looked at yourself in all these ways, you should know yourself a little better. It’s important to take this new-found knowledge of yourself—your likes and dislikes—with you as you begin to think about careers.

HOW DO YOU LIKE TO WORK WITH OTHERS?

Read this list and check off all the ones that sound as if they describe you. Add other descriptions to the list that you think should be included to help describe you.

- I like to be able to make a difference in the way people think—for instance, getting them to vote for me (or my candidate) for a class office.
- I like to find things out by talking to people and asking them questions. I've enjoyed working for the school newspaper or hanging around the person fixing my parent's car and finding out how he/she does things.
- I like to help people with personal problems. My friends come to me a lot when they need to talk something through.
- I like to teach people how to do things that I know how to do. I'm the sort of person who friends like to be near in a biology lab. Or, sometimes, younger kids come to me for a little informal coaching.
- I like to use my skills at making and fixing things to help others. You might find me fixing a bicycle or making a prom dress from scratch.
- I like to settle arguments between people and help each side see the other's point of view.
- I like to organize people to do things together. I could be a captain of a sports team, a debate team or get a group together to petition for fixing up a park or getting a stop light installed on a dangerous corner.
- I like to make decisions. You might find me as editor of the school newspaper deciding who are the best reporters, photographers or designers, or organizing committees for a class project.
- I like to entertain or perform to make people happy. You might find me playing in a band or trying out for the school play.
- I like to surprise people. In class, I'm often the one who comes up with an idea no one has thought of before.

I LIKE TO: _____

Now, students should go back to their **LIFE, Inc.** book, or go to the website, www.nealeslifeinc.com. Read over some Virtual Role Models (VRMs) and pick out some careers that highlight some of the interests they have "checked" above and add them into their **Student Journal**.

LESSON # 3

THE VIEW FROM THE TOP OF THE MOUNTAIN: “VISIONING”

ABOUT THE LESSON:

The purpose of this lesson is to help students learn about different careers. It will help students to understand what skills they will need to reach their career goals.

GOAL:

To have students begin to learn a visioning technique as a tool to look at possible careers.

INSTRUCTIONS:

Read this chapter in the **LIFE, Inc.** book. This exercise should be done in class; it's too complicated for students to try on their own. This can be completed by students of ALL ages, including adults.

Read this to students or discuss in your own words: *A lot of people may talk to you about what you're going to “be” when you grow up. (Ask students if anyone has ever asked them that question.) It's easier now to think about what you are going to “do,” not what you're going to “be.” That's because you'll probably have a lot of jobs and do lots of different things. So, the real question is, “What will you do first when you are out of high school or college?” It's hard to pick a job that is best for you. The job that's the best for you is the one that will let you feel most like yourself. How do you know what that is? One good way to find out is to put yourself in the future—put yourself in a place that feels right. This is a technique that is called **VISIONING**.*

HOW DO I KNOW WHAT'S RIGHT FOR ME?

Explain: *It works like this. Start by imagining yourself at The Top Of The Mountain, at the best place you want to be. Let your imagination run freely. Imagination is free, and it's all yours. No one can take it away from you.*

*Make your imagination a library—the one we told you about at the beginning of the book, and that is the **Library of LIFE**—The **Library of Infinite Future Experiences**. It's the one place on earth where you can go anywhere from the moon to the ocean floor, be anyone from the President of the United States to a seeker of pirate treasure. You can put everything into that world that you can imagine.*

The more you do this, the better you'll get at it. But even from the beginning, start putting in details. You think you'd like to run your own business, but you don't know what kind of business? OK, that doesn't make the idea a silly one. Start with what you do know. You're walking into your office, the one you go to in the morning, to run your business. (It doesn't have to be an actual office in an actual office building, but we'll start here for the purposes of illustrating the point.)

*That's your **LIFE**. Walk into it. (Sit down at your desk.)*

Don't forget...you can do whatever you want to in this library. You can put your “IF” image up on a screen, and hit the pause button, so you can examine it carefully. You can even turn it into a hologram, so you can walk through it and see it from every angle, or a SIMS™ game, so that you can go back to any given point and start a different scenario, so you can see an alternative path. What's out the window? Are you looking down over a cityscape or out into a suburban neighborhood? What's in the next office? A secretary? A partner? A staff of employees? Maybe you're not in an office at all. Maybe you're on the road somewhere. What are you driving? A car? A van? A truck? Keep your own book in your own library. Write down all your visualizations—even the ones that seem silly, the ones that have you climbing Mount Everest, winning the

CONTINUED ON NEXT PAGE

Academy Award or being a shepherd in Montana. Why does a particular fantasy appeal to you? That can tell you something about yourself, too.

And if you think this is silly, consider Steve Jobs, who created Apple Computers. Steve started by envisioning what he wanted the outside of the computer to look like – new, sleek and trendy – and went on from there.

LIFE Scan: Your **LIFE** visualizations aren't limited by time, either—or even the flow of time. They can move backwards as well as forward. In fact, that's the next step. Once you've envisioned yourself in a place you want to be, the next step is to figure out how you got there. You do this by a process I call "**LIFE Scan**," and it works by reversing the flow of time, and creating a series of **LIFE Studies**.

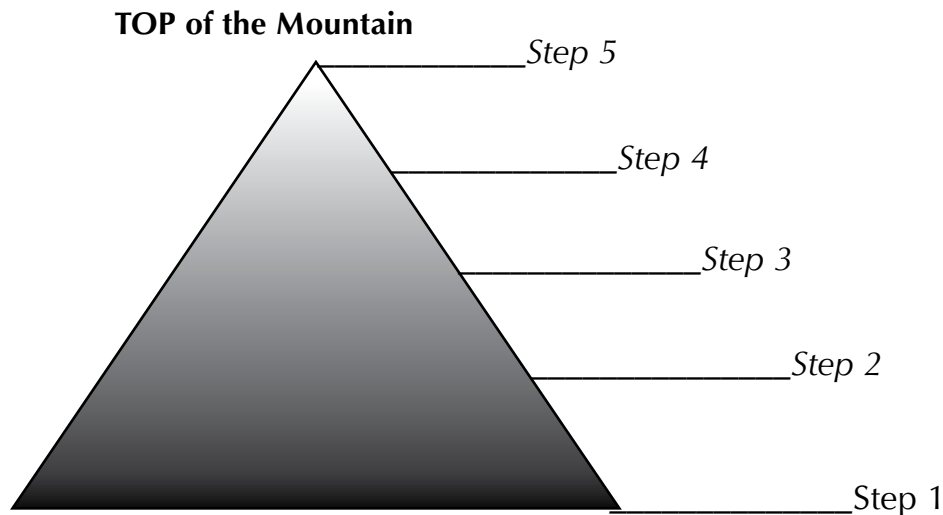
LIFE Study: The **LIFE Study** gives you time to study each step of your **LIFE Scan** from all angles, and come up with answers to two questions. The first is, "**How did I get there?**" The second is, "**What did I need to know?**"

Here's an example: The first thing to do is to just pick a career, any career. In this example, we choose to be the owner of a computer software company that designs computer games.

VISIONING EXERCISE EXAMPLE

INSTRUCTIONS:

Draw a "Mountain" on your blackboard. Insert Step 5, 4, 3, 2, & 1 from the top to the bottom, as illustrated below. Read and explain each Step.



STEP 5:

Where am I? I'm heading up a computer software company.

I'm coming into work in my own office in my own computer software company. We design new games. I've started it with my best friends, so they're in the offices next door—we've got a whole floor of an office building in a trendy, suburban neighborhood, near a park so we can go out and play some touch football at lunch. It's a lively atmosphere—there's hip-hop music playing, and you can hear the crashing and beeping of computer games. We've got the latest in computer equipment on every desk, and posters up on the walls...

LIFE STUDY:

What's wrong with this picture?

Who's playing all that music and all those computer games? Am I late for work? Did everyone else start without me? OK, let's rerun it. I'm coming in and turning on my computer. It's quiet, and I can get some work done—but we've got a big rec room (a rec room in our office? Sure, why not?) where we can make noise, and show off the work we've done.

STEP 4:

Now explain what was the step just before you got there. Remember, you are starting at the top of the mountain and working your way to the bottom, so you need to look backwards down the mountain at the step right before and examine that.

HOW DID I GET THERE?

I'm in the office and they're bringing in our new, state-of-the-art computer equipment, setting up our phone lines.

WHAT DID I NEED TO KNOW?

What equipment we needed: computers, scanners, printers, faxes, software, telephones and phone lines. We've done a lot of comparison shopping and research in consumer publications and on-line sites. We've talked to salespeople, and gotten the best deal, in terms of both price and service.

STEP 3:

Now explain what was the step before that got you there. Take the next step down the mountain.

HOW DID I GET THERE?

My friends and I are talking to the loan officer of a major bank. She's looking over our totally original concepts for games, and our marketing plan (what's a marketing plan? I don't know yet, but I know we've got a great one). She can see that our company can't miss! Now what's she doing? She's reaching across the desk to shake our hands...we have the loan!

WHAT DID I NEED TO KNOW?

I needed to take computer courses and marketing courses. I had to research the market to find out what games were out there, so we could come up with something new. We also had to take advanced programming classes to be able to bring our vision to reality. Once we had the product, we needed to use those marketing courses again to create a marketing plan—or perhaps, to know what kind of person we were looking for when we interviewed and hired a marketing specialist.

STEP 2:

Now explain what was the step before that got you there. Take the next step down the mountain.

HOW DID I GET THERE?

We've come up with some concepts no one has ever seen before—incredible graphics, great story lines, games that involve thinking skills as well as action.

WHAT DID I NEED TO KNOW?

In addition to studying computer science and marketing, we've been taking design courses...and literature courses, to help us come up with the kind of stories that will set our games apart from the rest.

STEP 1:

Now explain what was the step before that got you there. Take the last step down the mountain.

HOW DID I GET THERE?

We're sitting in our basement, fooling around with the family computer. We're not just playing computer games. We play them as long as we can learn something new, and then we talk about ideas—what we like about the games that are out there, and what else can be done.

WHAT DID I NEED TO KNOW?

I joined the school computer club and got to know other students who had the same interests as I do. I need to be good with details as well as be able to solve puzzles. I also help my friends with their computer questions.

LIFE STUDY FOLLOW-UP:

Read this to students or discuss in your own words: *Don't forget...these are only simulations, but they're the kind of simulations that are done every day at the Pentagon, NASA, and research labs at big corporations. Scientists or strategists who create computer simulations know that this exercise becomes more useful the more you do it. The people who make their living doing computer simulations don't just do one. They do them over and over.*

That's what you have to do. Like someone predicting weather patterns, doing research on a virus, or planning military strategy, you don't know exactly what you're looking for. In your case, that's because not all of your interests are going to stay with you. Things you're completely wrapped up in at age 15 may not interest you at all when you're 25 years-old. The world changes. New things will come along. Things you find completely absorbing at 25 may not interest you when you're 26. Furthermore, the career that calls out to you when you're 26 may not even have existed when you were 15. That's how fast the world changes today.

*But your **LIFE Scans** can still be a good preparation for whatever new and strange career for which you're headed. So, you want to keep doing them and keep writing down the details of your **LIFE Studies**. See which ones stay with you, which ones get developed further from one visualization to the next, and which ones fade away. When you hear about new careers, new jobs, new possibilities in life, add them into the mix, and see how they fit. Not only are many of the jobs of the future going to be jobs that don't exist yet, the job for you may end up being one that you'll design yourself.*

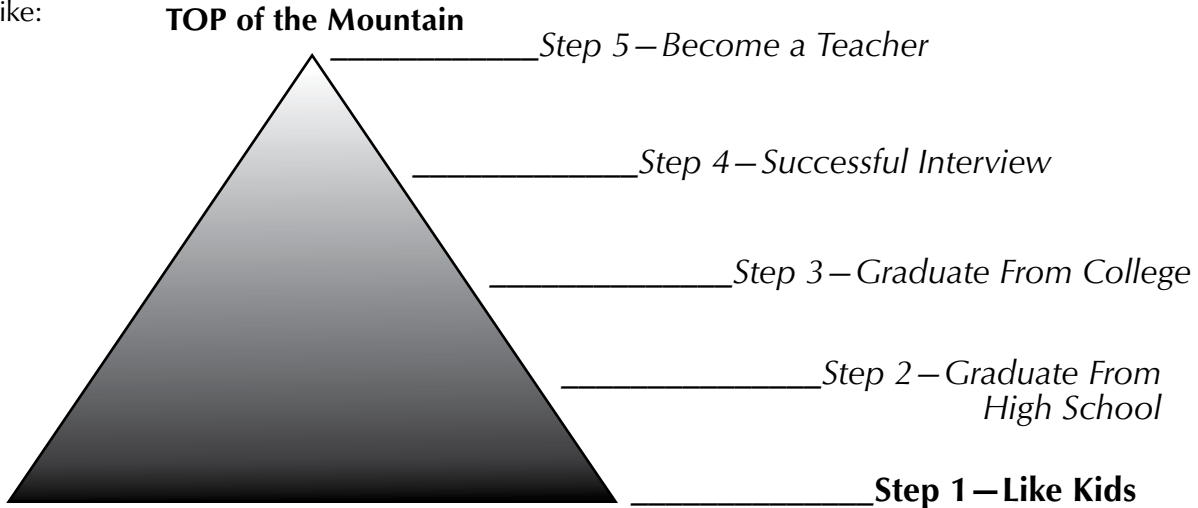
Now turn this around from Step One through Step Five, and that's your action plan.

Step 1 Step 2 Step 3 Step 4 Step 5

Here is your action plan! You know where to start today to set up a possible path for a future career!

VISIONING EXERCISE:

You, the instructor, can do “visioning” on yourself. Fill out the 5 steps. With each step you’ll fill in “How Did I Get There?” and “What Did I Need To Know?” Remember, you are “putting” yourself in the career first (the Top of the Mountain) then walking down, step by step until you get to the bottom of the mountain. You then can explain to the students that this could be an “action plan” to be a teacher, etc. if they just turn it around and look at it from Step One to Step Five. This is what your mountain could look like:



Now, read the career lists aloud and ask students if they think that teachers need to have some of these other traits to be good teachers. There are no right or wrong answers; this is an open discussion. By reading all the vocational types, students will realize they’ll probably need elements from most of these career types for the career they choose.

CAREER TYPE	DESCRIPTION
Realist	I like to make things, and see what I’ve made. I like to work outdoors. I like to work with my hands, and I’m proud of my physical skills. I like to see the results of my work right in front of me.
Detective	I like to get a bunch of facts together and figure out what it means. I like math and science. I like to find out new things. I like to come up with theories.
Artist	I’m happiest when I’m expressing myself. I don’t always fit into other people’s structures or rules. I like things to be flexible, and I like to find my own answers, even if they’re not anyone else’s.
Teacher	I like to help people learn things. I like working with people, and seeing them understand, and knowing I was a part of it. I like working in groups and sharing responsibilities. I communicate well with others. I’m interested in people’s feelings.
Entrepreneur	I’m good at managing people, and I’m good at getting other people to see my point of view. I like to work as part of a team, but I want to be captain of the team.
Detail Person	I’m good at detail, and I like to make sure that things are done right. I’ll take the time to find out the right way of doing things. I like knowing who to go to when I need answers, and I like having the answers when people come to me.

SAMPLE CONCLUSION OF TEACHER VISIONING EXERCISE:

Now show the students that if you “turn” the process around, going from the bottom of the mountain to the top, they have a simple “Action Plan” to become a teacher. Write on the board “Steps To Becoming A Teacher.”

Step 1 – Know yourself (Example: Like helping kids to learn).

Step 2 – Graduate from high school.

Step 3 – Graduate from college.

Step 4 – Successfully interview by building a resume and contacting schools.

Step 5 – Become a teacher!

Read this to students or discuss in your own words: An “action” plan helps you to “take action” to figure out what you have to do. Of course, we’ve made it look easy. It’s not. Sometimes things don’t work the way we want. You could do everything perfectly, and maybe there are no jobs where you want them. As we say, “Life” happens. If you read the VRMs (Virtual Role Models) in the **LIFE, Inc.** book or on the website (www.nealeslifeinc.com), you’ll see that these people have done lots of different things in their life. Life is not usually a straight path to a goal. That’s wonderful, too! (Pick a few VRMs and read these to the students.)

ANOTHER SPIN: CAREER PROFILE

CHALLENGING EXERCISE: Students can do their own “visioning” exercises. The format is in their **Student Journals**. They can research, select a career, and start “visioning.” Another option is to have students interview a person in that career that will “mentor” them through the process.

Directions: Search the Department of Labor Website: www.bls.gov/oco/home.htm to profile three careers that interest you. Simply type your career of choice into the “search” box, read the information and enter the important data into the table below.

Hint #1: Students may need to adjust their career name (be more or less specific, or think of another name) in order to find it. Teachers/Instructors may need to lend a hand here.

Hint #2: The important information is not always the first. Be sure to read ALL the information and paraphrase below.

Career Choice #1 _____		Average Beginning Salary (Found under “Earnings”) \$ _____	
Education/Knowledge/Degrees Needed (Found under “Training, Other Qualifications, and Advancement”)	Tasks and Activities Involved (Found Under “Nature of the Work”)	What are the Skills and Personality Traits Needed?	Related Occupations List 4 or 5 – (Found at bottom of web page)

LESSON # 4

BUSTING THE GENDER GAP

ABOUT THE LESSON:

After students have completed the BUSTING THE GENDER GAP exercise in their **Student Journal**, have them read Chapter 3, “So What Do I Need To Know?” in **LIFE, Inc.**

GOAL:

To make students aware of the Generation Gap and the Gender Gap – the gap between what we considered “typical” male and female jobs. Illegal and immoral biases need to be examined and not accepted. Today’s children cannot tolerate any bias.

INSTRUCTIONS:

Have students complete the exercise, BUSTING THE GENDER GAP, in their **Student Journal** BEFORE you give the lesson. Go through the instructions and get them on the right track, then send them off to interview people. They should complete their interviews and share their results with the class. Students will be asked to present their answers later in the lesson.

THE GENERATION GAP: ICE BREAKER

Each generation of kids thinks their parents are “out of touch.” Ask students if they think that and what does that mean to them. (Encourage dialogue.) Explain the “Gender Gap,” meaning that in society, there were jobs “typical” for men and women. Tell your students to pretend that they are going back in time 30-40 years. On the board, make a list for: “**MALE JOBS**” and “**FEMALE JOBS.**” Call out jobs and ask students to write whether 30-40 years ago that was stereotypically a “male” or “female” job. Explain that there were exceptions, of course; we are only talking about how it was “typically.” The exercise should highlight the discrimination based upon gender alone. Explain that today, things are different.

EXAMPLES OF JOBS: Have students add to the list.

- Doctor (Male)
- Professor (Male)
- Pharmacist (Male)
- Stewardess (Female)
- Lawyer (Male)
- Nurse (Female)
- Bus Driver (Male)
- Accountant (Male)
- School Principal (Male)
- Secretary (Female)
- Teacher (Female)
- Pilot (Male)
- Receptionist (Female)
- Librarian (Female)
- Construction Worker (Male)

Now ask students to pull out their **Student Journals** and refer to the exercise they did for homework, BUSTING THE GENDER GAP. Ask for volunteers to read their answers.

Go up to the blackboard and ERASE all of the male/female notations. Explain to students that they can be anything they want to be. There cannot be any bias based upon their sex. Ask students to tell how their parents/guardians may have talked about “how things have changed.”

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WE DIDN'T HAVE THAT WHEN I WAS YOUR AGE

Now, you will ask students to refer to the exercise WE DIDN'T HAVE THAT WHEN I WAS YOUR AGE in Lesson #4 in their **Student Journals**. Students were asked to interview their parents/guardians about when they were young. Students were to ask parents/guardians to figure out how many things they have around the house NOW that they DIDN'T have when they grew up. Ask students to volunteer to share their lists.

GOAL:

To have students understand that each of these new products represents whole new career opportunities today that didn't exist 20 years ago. They can look forward to new career opportunities in the future that are not even thought of today.

Examples of products that didn't exist 20 years ago:

- Home Microwave
- iPod®/MP3 Players
- Computer
- Digital Cameras
- Cell Phone
- Laptops
- Snowboards
- Blackberrys/PDAs
- X-Box
- CD/DVD Player

Ask students to pick one product and figure out the company that manufactures the product. Have students make a list of some of the jobs created by the invention of that product.

Example: iPod®

- Inventors of Product
- Computer Specialists, Programmers, Technicians
- Component People to Design and Manufacture
- Plastics Manufacturing
- Advertisements
- Models to be in Ads
- Tunes from Computers
- Designers of Product
- People to Make the iPods
- Metals Manufacturing
- Sales/Marketing/Designs And Manufacturers
- Print/TV/Radio
- CDs to be Loaded onto iPods

Ask the students to make a list of skills each person would have to have and use for their job.

Example: INVENTOR OF iPod®

He didn't invent music, he didn't invent a portable device (the Walkman was there first). He invented a "cool," small device that could customize your music.

SKILLS NEEDED:

- Math: To figure out specifications
- Artistic: Draw picture
- Writing: To write his presentation
- Ability to work alone and within a team
- Creative: To imagine what people wanted
- Communication Skills: To "sell people" on idea
- Teacher: To teach people how to use it
- Salesman: To "sell idea"

Explain that he needed to be good at lots of things, but probably best at "creative" skills based upon his knowledge of electronics. (I've used "his" because in this case it was a man. Make sure students know that it could have also been a woman.)

NOTE: We want students to understand that most jobs entail many skills. Even an "unskilled" person that is a factory worker needs to be good with their hands, work with others, understand directions, come to work on time, be good with details, etc. Just because society may term this person "unskilled," they, in fact, have to have many skills to be successful.

LESSON # 5

MENTORS: STUDENTS LEARN FROM OTHERS

Read Chapter 4 in **LIFE, Inc.**—“Learning From Others.”

ABOUT THE LESSON:

We never succeed in isolation. People learn from others who mentor us along the way. Think of the mentors you’ve had in your life and how important they were to your success. We want students to benefit from the mentor experience, as well.

GOAL:

To introduce students to the concept of mentors, who could be role models, coaches, and a possible support structure during their **LIFE** journey.

INSTRUCTIONS:

Explain to students how they can learn from other, more experienced people. They will interview “older” people in their lives, starting with you, their teacher/instructor.

LEARNING FROM OTHERS – VIRTUAL ROLE MODELS (VRMs)

Write the following questions on 3x5 index cards and hand them out to the students. Students should stand up and ask questions of the teacher/mentor who is visiting the class or program. Two students should be scribes. Explain how the whole book, **LIFE, Inc.** is peppered with VRMs (Virtual Role Models). These are interviews with people who are looking back over their careers and answering the following questions. (Students should read these aloud.)

- What did you think you were going to be doing when you were in high school?
- What are you doing now?
- What do you like best about what you do now?
- How did you get from where you were in high school to where you are now?
- Were there unexpected turns?
- What courses that you took have helped you most—directly and indirectly?
- Have you had a mentor or mentors in your careers?
- How have they helped you?
- What would you have done differently?
- What are your goals now?
- What’s your next career move?
- What about Quality of Life plans?
- Do you have any interesting stories about learning on the job, job interviews, unexpected help or hindrance, etc.?

IF THERE IS NO MENTOR AVAILABLE:

Select and read a VRM to the students from the **LIFE, Inc.** book or the website (www.nealeslifeinc.com), or do one about yourself.

ADDITIONAL QUESTIONS TO ASK A MENTOR

Write each question on a separate 3x5 index card and hand them out to the students. They will each stand up and ask the questions. Students will interview teacher/mentor asking the questions from the Virtual Role Model (VRM). Ask two students to be “scribes,” or students can write answers in their **Student Journal**.

NOTE: Teachers/Advisors/Parents/Guardians can e-mail their student’s interviews to **LIFE, Inc.** at usnationallifeinc@deloitte.com from their school or organization for submission to the VRM library.

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Other questions they could ask are:

- Now, who do you work for?
- What is your position?
- Who do you work with?
- What are your different tasks and responsibilities?
- Do you do most of your work alone or with other people?
- Do you like it that way? Or would you prefer working with more/fewer people?
- What were the steps you had to go through to get to the job you're doing now?
- What are the steps you see ahead of you?
- What are the next rungs on the ladder?

Encourage your students to ask other appropriate questions. **NOTE:** Asking a specific salary amount is inappropriate, asking a salary range for different levels is fine.

Read this to students or discuss in your own words: *The best research you do will be the research you do yourself. The mentors you have or will have throughout your life will care about you. How can you find out about careers? (Ask students for suggestions.)*

Possible Answers:

- Ask the people in your family what they have done.
- Ask people in your community.
- Ask teachers, instructors, or guidance counselors.
- What are some careers that are mentioned in newspapers, on TV or in movies?
- Bring in a TV Guide™ and identify shows about different careers.

Ask students what careers the characters have on these TV shows: “CSI, Nip/Tuck, Sex in the City, Friends, The King of Queens, The Simpsons, American Idol, The Office,” etc.

ASK STUDENTS: *What is a mentor?*

ANSWER:

It's someone who has lived a little longer than you have. It's a person who is willing to talk to you about their experiences and help you figure out how you can succeed at what you want. A mentor should be older than you are. A peer is not a mentor. Friendship is valuable and you may go to a friend for advice and encouragement but they won't have the wisdom to give you the kind of advice an older person can give.

ASK STUDENTS: *How do you think you find a mentor?*

ANSWER:

There are lots of different ways, not just one way. The easiest thing to do is ask people. The best thing is to have a mentor in the place you work. That's because they can advise you about how the company works, its policies and perhaps some opportunities. Many companies will even assign new employees a mentor. The point is, you don't have to sink or swim alone in your career. You can find people willing to give you advice.

LESSON # 6

WHAT'S MY LINE?: STUDENTS EXPLORE CAREER POSSIBILITIES

ABOUT THE LESSON:

This lesson gives students another way to research possible careers. They will play this game after they have researched a career. This is a unique way for them to familiarize themselves with a career, because they will have to understand and “defend” themselves in a role play as being in that career.

GOAL:

To have students research careers and learn presentation skills.

Read this to students or discuss in your own words: *There used to be a TV game show on in the early days of TV called, “What’s My Line?” A panel of celebrities would try to guess what the contestant did for a living. Sounds easy? It wasn’t too easy.*

THE RULES:

Your students have researched careers as a homework assignment. Select a “contestant.” Have the contestant choose an occupation they have researched. Put the contestant in a chair in the front of the class. Place a “Celebrity Panel” of four students across from the contestant. Panelists may only ask “Yes” or “No” questions. For example: “Do you work from home?” Answer: “Yes.” That’s fine. Question: “Where do you work?” Not allowed.

- Each panelist is allowed to keep asking questions until he/she gets a “No” answer.
- Then the next panelist goes.
- Each panelist follows in order with a series of questions until they get a “No” answer.
- Complete two rounds through the panel.
- Then the panelists try to guess the contestant’s occupation.
- You can play for points or prizes.
- Select another “contestant” and another “celebrity panel.”

NOTE: You want all students to be either contestants or panelists. You can play this activity more than once. The teacher/instructor will be the mediator. He/she will know in advance what occupation has been selected by the contestant and will coach the process.

EXAMPLE OF “WHAT’S MY LINE?”

CONTESTANT’S PROFESSION: ACTRESS

WHAT DO YOU DO?

(Student has researched this career and “makes up” this background information that is consistent with being an actress).

- I act on a TV show.
- I play a doctor on a TV soap opera.
- I shoot a weekly series.
- I get paid \$5,000 a week and do 26 shows a year. I make \$130,000 a year.
- I was born in Iowa, but now, I live in Los Angeles.

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HOW DID YOU GET YOUR JOB?

- I have acted in school plays since I was 4 years old.
- When I was 14, I took drama lessons from a local acting studio.
- When I was 16, an agent came to my hometown and saw me in a play. She spoke to my parents about sending me to acting school.
- I graduated from high school, went to Los Angeles to college and majored in drama.
- I studied acting and was in as many plays as possible.
- I audition for commercials and plays as often as I can.
- I got an agent to represent me when I was 19 years old.
- The agent sent me on about 100 auditions in two years.
- I worked in a restaurant at night and auditioned during the day.
- At 22, I got a break and was picked to play a small part of a doctor in a soap opera!

SAMPLE QUESTIONS FROM PANELISTS

ANSWER

- | | |
|--|-----|
| • Do you work full-time? | NO |
| • Do you work at home? | NO |
| • Do you dress up for work? | YES |
| • Do you wear a uniform? | YES |
| • Did you have to go to college to get your job? | NO |
| • Did you study for your profession after high school? | YES |
| • Do you have to speak to people in your job? | YES |
| • Is your job what your hobby was? | YES |
| • Do you work indoors? | YES |
| • Do you sell things? | NO |
| • Do you work at a desk? | NO |
| • Do you repair things? | NO |
| • Are cameras involved in what you do? | YES |
| • Are you a model? | NO |
| • Are you an actress? | YES |

When time is up and students have completed two rounds without discovering the profession, they must guess. At that time, the contestant rises and asks: *WHAT'S MY LINE?* The panel must give their answer.

NOTE: After you have played the game with students, ask them what they have learned about the different careers.

POSSIBLE QUESTIONS TO ASK STUDENTS:

1. Is this a career you knew about or is it new?
2. Does it seem interesting?
3. Do any of you want to find out more information about that career?

NOTE: Refer students to their **Student Journal**. Their homework assignment is to research a career in the library, on-line, or by speaking to an adult about their life and be prepared to be a “contestant” on “What’s My Line?”

LESSON # 7

A WORD ABOUT MONEY

ABOUT THE LESSON:

Money is a consideration when young people are exploring jobs. Students will learn to research different careers, figure out what education they'll need for those careers and a range of what they'll earn. They will also learn the process of making decisions (Opportunity Cost), how to build a resume, and how to start learning to create a basic budget.

GOAL:

To understand how to research different careers, salaries, Opportunity Cost, and how to build a simple budget. Also, to have students become more aware of socially responsible companies.

INSTRUCTIONS:

Read this chapter in the **LIFE, Inc.** book. Students can research careers and salary levels in class, at home, on-line, or at the library. Students should select two careers for this lesson. Help them select a career they may have interest in and use this opportunity to research a career they've never considered.

Read this to students or discuss in your own words: *How much of a factor should money be in your choice of careers? (Stimulate conversation.) Explain that money should not be the goal of a job because work is how you'll be spending a large portion of the rest of your life. You want it to be challenging, fulfilling, and interesting. However, money is a consideration. You may want a nice home, a family, and other things to have a comfortable life.*

STIMULATE CONVERSATION:

ASK: *How much do you think, on average, people would expect to earn at different levels of education?*

(Explain that these numbers are an average and based upon the U.S. Census Bureau, Statistical Abstract of the United States, 2011, so they may already be dated. They may not be reflective of your location either.)

ANSWER: *According to figures from the "Mean Earnings by Highest Degree Earned: 2008" table in the U.S. Census Bureau, Statistical Abstract of the United States, 2011, here's what a worker, aged 18 and over, could expect to be making a year, on average:*

Less than high school graduate:	\$ 21,023
High school graduate:	\$ 31,283
Some college:	\$ 32,555
Associate's degree:	\$ 39,506
Bachelor's degree:	\$ 58,613
Master's degree:	\$ 70,856
Doctorate	\$ 99,697
Professional degree:	\$ 125,019

EXERCISE: EXPLORE A CAREER

FIRST STEP:

Each student should select two careers that they will use throughout this lesson. Help students to select one career that they think they want to explore, and you select another career that **you** think they could explore that seems to “match” the students strengths and likes.

Ask students to check “Want Ads” or research current jobs in their “selected” career to see if they can match a job listing to their desired career, or a career you select for them. Students can also log-in to the website, www.nealeslifeinc.com and, using the left-hand menu, click on “Finding Answers” and then “VRM Library” to search through the Virtual Role Model library. Also, ask students to go on-line (if you/they have access) to research some of the best fields to find opportunities. Direct them to the **Bureau of Labor Statistic’s Study** which can be found at www.bls.gov. Let them make a list of some of these in their **Student Journal**. **NOTE:** The career they select for this lesson does not need to be one found on this site. You want them to refer back to earlier lessons to try to match their career choice with some of their previous listed interests, likes/dislikes, etc. The first step is to “match” their career with themselves. Discuss findings.

SECOND STEP:

Ask students to research the career they or you have selected. They can “Google™” their choice, research these in the library, or go to the following sites: <http://content.monster.com/salarybenefits/home.aspx>, www.salary.com, <http://www.payscale.com>, <http://www.worklifewizard.org/main/salarycheckerUSA>. Students will research their career selection and yours, the education necessary for each career, and the expected salary ranges.

Students discuss findings and write their career choices, starting salaries, and education/work experience needed in their **Student Journals**.

EXERCISE: CREATE A BUDGET

Students will create a budget using the salary of the career they select.

Read this to students or discuss in your own words: A budget is a plan that shows your income and expenses. A simple budget consists of “MONEY IN” (Income) and “MONEY OUT” (Expenses).

Income: The money a person gets from salary or wages, interest, investments, and other sources.

Expenses: The money a person uses for such things as living expenses, savings, charity, and extras.

Explain that most people cannot control **Income** or what they are paid; their employer will decide. Of course, you can influence that by such things as: working overtime if you are an hourly worker (not if you’re salaried), getting an extra job, or changing jobs.

What you can control is your **Expenses**, meaning the apartment you rent, the home you buy or the car you drive, for example.

NOTE: The biggest mistake young people make when they look at salary ranges is that they don’t consider taxes. For this exercise, we will put them in a 30% tax bracket. This means that to figure out their “net take-home pay,” they will have to subtract 30% from their “gross” pay, the total they are paid.

Write out on the board and have student calculate this example:

$$\begin{array}{r} \text{Gross Pay} = \$40,000 \text{ per year} \\ - 30\% \text{ Taxes} = \underline{12,000} \\ \text{Net Take-Home Pay} = \underline{\underline{\$28,000}} \end{array}$$

EXPENSES

Ask students to think about the type of house or apartment they would “like” to live in and what that cost would be for a mortgage or rent per month. You can coach them through this process. They can research home costs and rent in your area. Also, have them research mortgage costs. These can be found on-line, in your newspaper, or you could speak with a local banker to get an idea.

If students decide they want to “buy” a home, they need to consider such things as cash for a down payment plus property taxes that will be added to a monthly cost. The goal is not to be exact, just to give students a simple framework of what goes into a budget. Have students fill-out their budgets for their career choice and their assigned career choice in their **Student Journal**.

NOTE: They have researched the salaries in their career choice. That figure is their “gross pay.”
Have them create a simple budget:

INCOME:		EXPENSES: *	
Gross Salary	\$ _____	Net Take Home Pay	\$ _____
- Taxes (30%)	- _____	- Total Expenses*	- _____
Net Take Home Pay	\$ _____	Money Left Over Each Year**	\$ _____

* The sum of Rent/Mortgage, Car, Utilities, Phone, Cable TV, Savings, Charity, Food, Clothing, Entertainment, Emergencies, Insurance, etc.

** Net after Taxes and Expenses = What’s left over after everything is paid and saved.

Discuss and help students to estimate these costs. Hopefully, they will have money left over each month for emergencies such as medical, car repairs, or extras.

MIRACLE OF COMPOUNDING: WORKING FOR YOU

It’s important to teach students that saving early has its benefits. The earlier you start, the bigger the savings.

FUN FACT: Would you rather have a job where the salary is \$10,000,000 a year or one that pays a penny the first day, 2¢ the second day, 4¢ the third day, and continued to double every day? You’ll be surprised to know that after 31 days with the second job, you will have earned \$21,474,836!

EXERCISE: COMPOUNDING CALCULATOR

If you start saving \$80 a month at age 10 with 10% interest rate, you’ll have earned \$2,305,562 by age 65!

If you start saving \$100 a month at age 15 with 10% interest rate, you’ll have earned \$1,746,873 by age 65!

If you start saving \$150 a month at age 18 with 10% interest rate, you’ll have earned \$1,938,906 by age 65!

How did we find this out? It’s easy!

Go to <http://www.econedlink.org/interactives/index.php?iid=2&type=student>

Type in “Monthly Savings”, “Age”, and “Interest Rate” and then hit “Calculate”.

NOTE: Have your students research “stock returns”. You want them to understand that typically, if you have more time, the returns will be better. For instance, they may find that if they had invested money in the stock market in a variety of stocks over the last 20 years, they would have earned approximately 10%. Discuss these findings.

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SAVING AND INVESTING: OPENING A SAVINGS ACCOUNT

BASIC ELEMENTS:

- ID such as driver’s license, Social Security number, birth certificate or passport.
- Check the minimum balance requirement, which is the minimum amount you need to keep in the account at all times to avoid the bank charging a maintenance fee.
- Check for additional fees such as those for extra withdrawals or transfers from the account.

INSTRUCTIONS:

1. Pick a bank or credit union that is near work or home. Even if you do most of your banking online, there may be times you need to stop by the bank—and you won’t need to pay to use its ATM.
2. Check the different types of savings accounts they offer. Getting one that is linked to your checking account or debit card helps you avoid overdraft charges.
3. Compare savings account interest rates at various banks and credit unions.

FINANCIAL TIPS:

- A credit union is similar to a bank. It’s a nonprofit institution connected to another organization, such as a union. Often you have to be a member of the union to qualify to bank at their credit union, but some are open to the public. Check local credit unions for their rules of membership.
- Not all savings accounts are the same:
 - “Plain Vanilla” savings account: You can deposit and withdraw money when you want. No check writing. You can make withdrawals via an ATM.
 - High Yield savings account: They pay a higher interest rate on your money, but require you to keep more money in the account. Withdrawals are often limited to a certain number per month.
 - Money Market savings account: They usually pay higher interest rates on your money than basic accounts, and you can write a limited number of checks per month.
 - Online savings account: All activity is done online. Some have higher rates than regular banks.
- Online banks don’t have street locations; there’s no physical bank. Think about how fast you want access to your money. If you want to make a withdrawal, you may need to transfer money into your checking account first, and withdraw it from that. It might take a few days for the transfer to be completed.
- Add money to your account regularly. Not only will that add to your wealth, it helps you avoid penalty fees. If you haven’t used your savings account for three months, it may be considered “inactive” and your bank may charge you a maintenance fee. If your account remains inactive for more than a year, your bank may close the account before they try to find you to alert you about its status.
- If you know you won’t need a certain amount of money for a while and you’d like to earn a higher interest rate on it than what you’d get from a regular savings account, consider a Certificate of Deposit (CD). The money has to stay in the bank for the length of time you choose (usually 3, 6, 9 or 12 months), or you pay a penalty for withdrawing it early.

GETTING A CREDIT CARD

What is credit?

When you borrow money to buy a good or service that borrowed money is called credit. You get credit from someone, usually a bank, who is willing to lend you money.

Why would a bank lend you money?

They would lend you money because they trust that you will back it back on time and also pay the fees that they charge you to use their money.

Why do you need credit?

If you want to buy anything big immediately and you don’t have the money, you need credit. Most

people need credit to buy a car or a house. Having good credit will also help you to get a credit card, which is more convenient than having to carry cash.

How do you get credit?

Banks issue credit cards through organizations, such as Visa™ and Mastercard™

BASIC ELEMENTS:

- 18 years old or older
- Have a job or income – have pay stub available
- ID such as Social Security card, driver’s license, birth certificate, passport
- Telephone in your own name

INSTRUCTIONS:

1. Apply online or at your bank.
2. Go online and research credit card offers. Begin with Visa and MasterCard.
3. Compare APRs or “Annual Percentage Rate” which is the yearly interest rate of the loan and also compare rate increase rules and any other fees.
4. Only start with one card.
5. Use it, and pay in full, on time.

FINANCIAL TIPS:

- It’s easier for college students or those with a full-time job to get a credit card.
- Use no more than half your available credit. Nearing your limit may send a message to your bank that you can’t handle debt.
- Don’t apply to more than two companies for a card because this may indicate to the credit rating agencies that you are having trouble finding credit.
- PAY ON TIME! If you don’t, you’ll mess up your credit.
- If you have been responsible with a checking or savings account, it will be easier to get a credit card from your bank.
- Pay more than the minimum due each month, or it’ll cost more and take longer to pay.
- Start with a low level of available credit – \$500 to \$1,000.
- Department stores and gasoline companies usually will give you a credit card more easily, but they can have high interest rates.
- Have you been turned down for a credit card? Get a secured credit card. Make a deposit in your bank, let’s say for \$500, and they will give you a credit card with a \$500 limit. The bank will keep your deposit if you don’t make the necessary credit card payments on time.
- Your monthly expenses (rent, car payment, insurance, etc.) shouldn’t eat up more than half of your monthly income.
- Major credit card companies like you to have an annual income of at least \$12,000.

MIRACLE OF COMPOUNDING: WORKING AGAINST YOU

How can credit work against you?

Let’s say you charged \$2,000 on your credit card and that card had an 18% interest rate. Let’s also assume you decided to pay \$80 a month toward that debt. How many years would it end up taking you to pay off this debt? It would take you more than 8 years to repay this debt. Also, by the time you’ve paid off your debt, you will have spent an extra \$1,073.60 in interest payments alone!

You can play around with different amounts owed, interest rates, and monthly payments by using this simple, Credit Card calculator at Bankrate.com. **Here’s the direct link:**

<http://www.bankrate.com/calculators/managing-debt/minimum-payment-calculator.aspx>

OPPORTUNITY COST

You are going to explain how students can use the philosophy of “Opportunity Cost” to make possible career choices in the future.

Read this to students or discuss in your own words: The definition of “Opportunity Cost” is the cost of passing up the next best choice when making a decision. “Cost” does not mean money necessarily. It means that students will have to take all factors into consideration when they are looking for a job. (For instance, have them list some of those considerations and write them on the board and in their **Student Journal**.)

EXERCISE: “LICENSE TO DRIVE”

Students will create a budget to buy a car.

Read this to students or discuss in your own words: You are going to build a budget to buy a car. You can research the costs of cars on-line. You have to decide whether you are buying a new or used car. You have to consider all the costs that could be involved each year to buy the car, drive it, and plan for unexpected events.

Scenario I:

You buy an economy car. Research the different costs involved in the purchase. (The following are some expenses students should consider. They have to estimate real yearly costs based upon the research.)

ECONOMY CAR EXAMPLE: Cost to buy: \$18,000

Assume student got a car loan for four years with a 10% interest rate, payable equally over four years.

Cost of Car = $\$18,000 \div 4 = \$4,500$ in principle per year
10% Interest: $\$4,500 \times 10\% = \450
 $\$4,500 + 10\% \text{ Interest} = \$4,950$

Cost of Car per year	\$4,950
Insurance Premium	1,200
Maintenance (car wash, oil, etc.)	500
Gas (15 gallons per week at \$3.00 a gallon)	2,340
License Fees/Inspection	300
Total Yearly Cost	<u>\$9,290</u>

Ask: How much would you have to earn each year just to cover your expenses on your car? Assume a 30% tax bracket.

- Formula:**
1. Subtract the difference of 30% from 100% ($1 - .3 = .7$)
 2. Divide the yearly cost by .7 ($\$9,290 \div .7 = \$13,272$)

Answer: You would have to earn \$13,272 each year to cover your expenses of \$9,290 for your car each year.

Scenario II:

Read this to students or discuss in your own words: You buy a luxury car. Research the different costs involved in the purchase. (The following are some expenses students should consider. They have to estimate real, yearly costs based upon the research.)

LUXURY CAR EXAMPLE: Cost to buy: \$80,000
 Assume student got a car loan for four years with a 10% interest rate, payable equally over four years.

Cost of Car = $\$80,000 \div 4 = \$20,000$ in principle per year
 10% Interest: $\$20,000 \times 10\% = \$2,000$
 $\$20,000 + 10\% \text{ Interest} = \$22,000$

Cost of Car per year	\$22,000
Insurance Premium	4,000
Maintenance (car wash, oil, etc.)	2,000
Gas (30 gallons per week at \$3.00 a gallon)	4,680
License Fees/Inspection	300
Total Yearly Cost	<u>\$32,980</u>

Ask: How much would you have to earn each year just to cover your expenses on your car? Assume a 30% tax bracket.

- Formula:**
1. Subtract the difference of 30% from 100% ($1 - .3 = .7$)
 2. Divide the yearly cost by .7 ($\$32,980 \div .7 = \$47,115$)

Answer: You would have to earn \$47,115 each year to cover your expenses of \$32,980 for your car each year.

NOTE: Many people lease a luxury car and they do not have to fully pay for the cost of the car in the lease. You can also have students research the cost of a lease and how it works. This activity is appropriate for more advanced students.

Other Scenarios:

Ask students to research how their insurance costs will be affected if they have points on their license. What will be different insurance costs based upon their driving record? What is their deductible on their insurance? How can they reduce their insurance costs? (Answer: Take Driver’s Education and get good grades.)

EXERCISE: EXAMPLE OF THINGS TO CONSIDER WHEN GETTING A JOB: “OPPORTUNITY COST”

- Is this a job/career that I really want?
- Do I respect the company’s mission and goals?
- Do I have to move?
- What is the salary?
- Do I have a girl/boyfriend, spouse, or other family considerations that I need to think about first if I move?
- What are the “perks” or benefits? (health insurance, profit sharing, insurance).
NOTE: Explain that the “perks” can add up. Even if the salary is lower, the other benefits can mean more money.
- Will the company pay for me to get a degree?
- Is there public transportation to get to work or do I have to buy a car?
- What is the cost of living in the location?
- Can I advance in the job?
- Is the company socially responsible?

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Ask students to compare and contrast the two careers that they are researching. Which job would they take? What is their Opportunity Cost (i.e. next best choice)?

NOTE: Opportunity Cost analysis is an important part of not only personal decision making, but also a company's decision making process. For a company, however, let's say they had a certain amount of money to invest in a project, and that money is used for one project. The Opportunity Cost is the value of the next best purpose that the money could have been used for.

EXERCISE: THE BEST COMPANIES TO WORK FOR

What students should also consider are the best companies to work for—what companies offer the best working environment for their employees. This is a great tie-in to Opportunity Cost because it makes students think about the best option for them and compels them to consider all possibilities.

INSTRUCTIONS:

Have students research on-line or "Google™" the "100 Best Companies to Work For." Students should be able to find the *Fortune Magazine* Top 100 List and the *Business Week* "Best Small Companies to Work For." Students can also search www.workingmother.com for their Top 100 List. Then, have students make a list in their **Student Journal** of the companies that are both in the Top 100 List and that fit their potential career possibilities.

EXERCISE: RESUME WRITING

Students have selected one career they think they want to pursue; now it's time to interview for a job. The purpose is to have them create a "mock" resume for that interview.

INSTRUCTIONS:

Have student select one of the career options they have chosen after taking their Opportunity Cost into consideration. They will now create a resume, also called a Curriculum Vitae.

Read this to students or discuss in your own words: A resume is just a written "snap shot" that gives the person you are interviewing with a quick look at your qualifications. Your students will create a resume on themselves for a job interview in the field of the career they have selected. They will "vision" and assume they are "qualified" for this job, having the education and other experiences that will be needed to be hired. They can share their "resumes" with the class. Have students research a job in that field and create a list.

EXAMPLE:

SELECTED CAREER

Hotel Management
Hybrid Car Engineer
Teacher
Accountant
Writer
Computer Programmer
Cartoonist
Eco-Friendly Product Developer
Photographer
Board Game Developer
X-Ray Technician
Pilot

POSSIBLE COMPANIES TO APPLY TO

Marriott Hotels
Toyota
School
Deloitte & Touche
Simon & Schuster
Microsoft
Disney
Seventh Generation
National Geographic Magazine
Parker Brothers
Local Hospital
Continental Airlines

STIMULATE CONVERSATION:

ASK: What should be included in your resume? (Ask students for ideas and have them create their own resume in their **Student Journal**. Have them think about experiences that would enhance their possibilities of getting the job.)

ANSWER:

- Name
- Contact information
- Goal(s)—Why do you want this job?
- Education—They will state for this exercise what education would be necessary to get the job; i.e., if they are applying to become a teacher, they will have to have a college degree, student teaching experience, and any other necessary credentials. Don't forget to list dates attended, degrees, and honors.
- Work related experiences—Internships that would be related to the job, other jobs in the industry, etc.
- References—Usually, you note that they are “Available Upon Request.” Explain that most employers are going to want at least one recommendation from a previous employer.

EXERCISE: INTERVIEW**INSTRUCTIONS:**

The teacher/instructor is the prospective employer while the student is role playing interviewing for a job. Select someone to present their resume to you, the prospective employer. Review the interview process with the student **before** you role play. Ask students how to best prepare for an interview.

EXAMPLE:

- Know the date and location of the interview
- Appearance—Dress appropriately for the interview
- Be informed about the company—Get the details: What it does, who runs it, how the company is performing, competitors, etc.
- Know why you want the job
- Know why you think they should hire you
- Know your “strengths” and “weaknesses”
- Explain extracurricular activities that will demonstrate your positive qualities
- Prepare questions to ask about their company/position

The teacher/instructor will call a student to the front of the room and conduct a “mock” interview.

EXAMPLE: INTERVIEWING FOR A TEACHING POSITION

Instructor: “Thank you for coming in today, _(insert name)_. Why are you interested in this position?”

Student: “I have always wanted to be a teacher.”

Instructor: “Why?”

Student: “I really want to make a difference in children’s lives and teaching is a very fulfilling way for me to do this. My subject is _(history)_, and I get excited about creating ways to make this topic interesting and stimulating.

Instructor: Why do you feel you are qualified for this teaching position?

Student: I graduated with honors from college with a teaching degree. My specialty is _(history)_, and I’ve always been great at looking at current events and connecting how they relate to the past. This makes history come alive for students. I want to make a difference for students, and I really feel that I’ll fit into your philosophy of teaching.

Instructor: Why?

Student: I’ve researched your school and have spoken with other teachers. I like the way (show you’ve researched) you allow the children to research historical events from different sources. This shows them that there can be different views of the same historical happening, how even different news reporters today can see incidents in different ways. History is based upon interpretation, not fact.

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Instructor: Do you have any questions for me?

Student: Do you team teach or will I be alone? Can students use the Internet for research? How much of the learning is “in-class” versus “homework”? (**NOTE:** Have three questions prepared.)

Instructor: Thank you for your interest.

Student: Thank you. When may I contact you to follow-up?

Instructor: Next week would be fine.

NOTE: Explain that students should always follow-up with a written note to thank the interviewer for their time and their commitment to finding the right person for the job. Students should explain that they feel they are that person because ... (Example: Your experience, interest, past internships, etc.) The note should be personal and not look like a “canned” note.

EXERCISE: THINK “GREEN”

Take a look at “Socially Responsible” companies.

INSTRUCTIONS:

Have students research companies they consider to be the most “Socially Responsible,” which could be, for instance, a company that cares about the environment and works to reduce waste, cuts less trees, and conserves natural resources. Students could research on-line to find these “Green” companies. An example of a “Socially Responsible” company to research is Seventh Generation. Then, have students list these companies in their **Student Journal**.

OTHER GAME OPTIONS

“ON THE BALL”

ABOUT THE GAME:

This is an exciting physical and mental game of tossing a foam ball that will stimulate students to think about different skills that are necessary for different jobs/careers. The teacher/instructor can intersperse these games throughout the curriculum.

GOAL:

The goal of the game is for the students to discover characteristics that are necessary for different careers. Students will hopefully think of skills they have or will need for a job.

ROLE OF INSTRUCTOR:

You will “moderate” and “judge” the game to determine who is “out” and therefore, the “winner.” You will call-out a characteristic of a job requirement. For instance, “You need to know how to drive a vehicle” and judge the answer.

TOOLS NEEDED:

1. Small foam ball
2. Timer (optional)

INSTRUCTIONS:

The instructor/teacher will:

1. **Form A Circle.** Ask students to either sit on the floor in a circle or move their chairs in a circle.
2. **Call Out Characteristics.** The instructor/teacher will “call out” characteristics of a job/career.
3. **Instructor Ball Toss.** The instructor will toss the ball to the first student who will have approx. 15 seconds to reply. (The instructor will determine the length of time. You may want to give students a little more time in the beginning to “warm up,” then reduce the time and make it more challenging). Students must name a career where that skill is necessary.
4. **Student Ball Toss.** If the student successfully names a career where that skill is necessary, they remain in the game and toss the ball to another student. As soon as the new student catches the ball (or picks it up if it’s dropped), they will now have to name another job/career that fits that characteristic. The ball will keep being tossed until the last student(s) are left. The instructor will judge the validity of the answers.
5. **How To Win.** The last person left holding the ball who has a career idea is “**On The Ball**” and the winner.

EXAMPLES:

The instructor is to call out the “characteristic or skill” and students should name a “possible job or career associated with that characteristic.” For example, the instructor calls out “Drive a vehicle.” Then, a student, if they had the ball, could respond, “Bus Driver” or “Truck Driver.”

NOTE: The following are some suggestions. Make up your own based on your community and population.

DRIVE A VEHICLE:

Bus Driver • Truck Driver • Chauffeur • Moving Van Driver • Mail Person • Pizza Delivery Person • Ambulance Driver • Emergency Vehicle Driver • Police Person • Fire Truck Driver • Race Car Driver • Driver’s Education Teacher

SPEAK A FOREIGN LANGUAGE:

Interpreter (Speeches-live) • Translator (Documents) • Social Worker • Hospital Worker • Spy • Foreign Language Teacher • Border Control Person • 911 Operator • Diplomat • International Business Professional • Tour Guide

MUSICAL:

Performer • Composer • Record Producer • Music Contest Judge • Music Agent • Voice Coach • Music Teacher • Lyricist • Radio Station Programmer • DJ/VJ • Orchestra Conductor • Pianist

ARTISTIC:

Graphic Designer • Interior Decorator • Fashion Designer • Architect • Artist • Sculptor • Landscaper • Photographer • Packaging Designer • Advertiser • Jewelry Designer • Painter

PUBLIC SPEAKING/SPEAKING TO GROUPS:

Politician • Teacher/Professor • Religious Leader • Town Crier • Lecturer • Actor • Camp Director • Activist • Principal Corporate Manager • Motivational Speaker • Performer

CONSTRUCTION/GOOD AT BUILDING THINGS:

Construction Worker • Plumber • Electrician • Engineer • Architect • Carpenter • Ship Building • Car Manufacturer • Factory Worker • Bridge Builder • Mechanic

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GOOD WITH MATH:

Math Teacher/Professor • Accountant • Computer Programmer • Stock Broker • Banker • Bookkeeper • Actuary • Create Test Questions • Sudoku™ Puzzle Author

ATHLETIC:

Coach • Professional Sports Player • Physical Fitness Trainer • Aerobics Instructor • Outdoor Activity Guide • Gym Teacher • Ski Instructor • Trainer • Sports Analyst • Sports Broadcaster • Weight Lifter • Horse Trainer

“RACE TO THE BOARD-ROOM”

ABOUT THE GAME:

This is an exciting physical and mental game that has the students “racing to the board” to stimulate thought about how people need multiple talents for careers. It is a “team” game.

GOAL:

To have students understand that multiple talents, characteristics, and skills are needed for different jobs/careers in order to be successful.

ROLE OF INSTRUCTOR:

You will moderate and judge the game to determine the appropriateness and accuracy of the answers, and, therefore, the winning team. You will call out a job/career, and then a number of a “team.” Students whose number was called will race to the board (or use large paper if there is no blackboard) and write their answers. You will determine the complexity of the task. For example, you will begin by asking for one characteristic, then progress to two, three, etc.

TOOLS NEEDED:

1. Blackboard/whiteboard/easel and paper at different locations in the room
2. Chalk/markers
3. Scorekeeper (Select a student to keep score or the teacher/instructor can keep score on the board/paper.)

INSTRUCTIONS:

- 1. Create teams:** The instructor/teacher will have the children divide into “teams.” Students can sit in rows and each row can be a team. Then, assign each student a number (have them “count off”). Each team should have no more than four or five students with each student of the team having a number, for example, 1-5. The teams are each assigned a section of the board or paper is taped to the wall in different areas of the room.
- 2. Call out a profession:** You call out a profession then ask students to think of one skill or characteristic that a person in this certain profession needs to have. Then, the teacher/instructor should call out a number. All children with corresponding numbers will go to the board and write down a characteristic that matches the profession. For example, the teacher/instructor would say, “Name a skill or characteristic a dentist needs to be successful...number three.” Then, students with “three” as their number would go to the board and write down a characteristic, let’s say, “friendly,” “use small tools,” or “read x-rays,” for example.
- 3. Students:** Students do not have to write full sentences. The first person to write a characteristic on the board/paper earns a point for their team.
- 4. Difficulty:** The first round should be easy, just listing one skill. Then, judging on performance, the teacher/instructor can opt to make rounds more difficult, telling students to list two or more characteristics.
- 5. How to win:** When the teacher/instructor decides to end the game, the scores are tallied, and the team with the most points, wins.

EXAMPLES OF PROFESSIONS AND SKILLS NEEDED:

PROFESSIONAL BASEBALL PLAYER:

Run • Catch • Hit • Read • Write • Follow Instructions • Team Player • Handle Money • Math (score/averages) • Detail-oriented • Hard-working • Public Speaking (press conferences/interviews) • Travel Easily • Athletic

TEACHER:

Teaching • Read • Write • Public Speaking • Organization • Friendly • Patience • Detail-oriented • Able to Research • Money Skills • Conflict Resolution • Computer

ACCOUNTANT:

Good with Details • Good with Math • Write • Read • Manage People • Social Skills • Leadership Skills • Good Communicators • Organized • Good with Money/"Money Detective" • Know Current Accounting Rules • Technical Skills

SMALL BUSINESS OWNER:

Management of People • Motivation • Organization • Math • Money Skills • Detail-oriented • Decision-making skills • Public speaking • Writing • Creative • Handle Pressure

POLICE OFFICER:

Leadership • Following Orders • Giving Directions/Instructions • Handle a Weapon • Physically Fit • Friendly/Approachable • Fair • Detail-oriented • Write • Read • Decision-making Skills • Public Speaking • Brave • Hardworking

ASSISTANT:

Read • Write • Telephone • Computers • Math • Friendly • Decision-making • Organization • Detail-oriented • Follow Instructions • Good with People • Take Messages

LAWYER:

Listening • Read • Write • Attention to Detail • Logical • Talking to People • Computer • Decision-making • Calm Under Pressure • Fair • Ethical • Public Speaking

MILITARY PERSON:

Skills with weapons • Listening • Teamwork • Taking Instructions • Leadership • Talk to people • Computer Skills • Athletic • Detail-oriented • Courageous • Disciplined • Persuasive

“RACE TO THE BOARD-ROOM”—Variations

Variation 1—Other Dream Careers: Thinking Beyond

ABOUT THE GAME:

This game is played exactly as before with the same rules. Explain to students that just because they wanted to become an Olympic Gold Medalist in downhill skiing, a rockstar, or an NBA star – if it doesn't happen, that's okay. They don't have to walk away from their dream. There are other ways to keep them in the field that they love – and their “dream job” could remain a passion or a hobby.

GOAL:

To have students realize that it's okay if they can't always obtain their first choice “Dream Career” and show them other options that are related.

INSTRUCTIONS:

Call out a career. You call out one of these careers (see the list of Variation 1: Thinking Beyond that follows these game variations). After calling out a career, ask students to “Race To The Board-Room” to write down other jobs or fields of expertise that could be closely related to that dream career. For example, if you wanted to be an Olympic Snowboarder, variations of that career are a snowboard instructor, a snowboard action photographer, snowboard clothing designer, manager of a snowboard park, physical therapist for snowboarders, etc.

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Variation II—“Other Dream Careers: Career Types”

ABOUT THE GAME:

This game is played exactly as before with the same rules. Explain to students that just because they wanted to become an Olympic Gold Medalist in downhill skiing, a rockstar, or an NBA star – if it doesn’t happen, that’s okay. They don’t have to walk away from their dream. There are other ways to keep them in the field that they love – and their “dream job” could remain a passion or a hobby.

GOAL:

To have students realize that it’s okay if they can’t always obtain their first choice “Dream Career” and show them other options that are related.

INSTRUCTIONS:

Call out a career. You call out one of these careers (see the list of Variation 1: Thinking Beyond that follows these game variations). After calling out a career, ask students to “Race To The Board-Room” to write down other jobs or fields of expertise that could be closely related to that dream career. For example, if you wanted to be an Olympic Snowboarder, variations of that career are a snowboard instructor, a snowboard action photographer, snowboard clothing designer, manager of a snowboard park, physical therapist for snowboarders, etc.

ULTIMATE DREAM: OLYMPIC SNOWBOARDER

VARIATION I: CAREERS—THINKING BEYOND

Snowboard Instructor
Snowboard Photographer
Snowboard Coach
Manager at Ski/Snowboard Resort
Own a Ski/Snowboard Resort
Designer of Ski/Snowboard Equipment/Clothing
Sell Ski/Snowboard Equipment/Clothing
Work for Ski/Snowboard Magazine
Invent Indoor Snowboard Resort
Audit Ski/Snowboard Resort
Design Snowboard Lifts
Build Snowboard Resort
Sports Doctor Specializing in Snowboard Injuries
Physical Therapist for Snowboard Injuries

VARIATION II: CAREER TYPES

Teacher
Artist
Teacher
Detail Person
Entrepreneur
Artist/Detail Person
Entrepreneurs
Artist/Detail Person
Entrepreneur/Detail Person
Detail Person
Detail Person/Realist
Realist
Detail Person
Detail Person

ULTIMATE DREAM: ROCK STAR

VARIATION I: CAREERS—THINKING BEYOND

Manage a Singer or Band
Work at a Concert Hall or Performing Arts Center
Give Singing or Music Lessons
Work with TV Shows that produce Rock Music
Create Rock Music Promotions
Work for Rock Promoter
Sell Rock Memorabilia, “Collectibles”
Work for a Recording Company
Work with Public Relations Company that handles performers

VARIATION II: CAREER TYPES

Detail Person
Detail Person
Teacher
Entrepreneur
Artist
Detail Person
Entrepreneur
Artist
Detail Person

Audit Firm that audits recording companies, specializing in performers
Entertainment Lawyer
Sound System Designer, Indoor/Outdoor
Lighting Specialist for Rock Concerts
Design Recording Equipment
Traveling Crew for Band
Hairdresser/Make-Up Artists to Rock Star

Detail Person
Detail Person
Realist
Artist/Detail Person
Artist
Detail Person/Realist/Entrepreneur
Artist

ULTIMATE DREAM: DESIGNER OF VIDEO GAMES

VARIATION I: CAREERS—THINKING BEYOND

Design Video Games
Design Computer Devices
Game Companies
Market Games for Producer
Market Research (Youth Marketing, discover next “hot” game)
Telephone Company Entrepreneur
Advertising Firm specializing in Teen Market
Graphic Artist
Manufacturing
Translator
Plastics Specialist

VARIATION II: CAREER TYPES

Artist/Detail Person/Entrepreneur
Realist/Detective/Artist
Realist/Detective/Artist
Teacher/Entrepreneur
Detail Person
Detail Person
Artist/Detail Person
Artist/Entrepreneur
Detail Person
Teacher
Artist/Entrepreneur/Realist

ULTIMATE DREAM: CSI, CRIME SCENE INVESTIGATOR

VARIATION I: CAREERS—THINKING BEYOND

Doctor
Lab Technician
Detective
FBI
Forensic Specialist
Chemist
Work for hospitals
Writer for TV shows
TV producer
Work for morgue
Research in pharmaceutical company
Weapons Specialist
Scientific Researcher, DNA
Fingerprint Expert
Lawyer
District Attorney

VARIATION II: CAREER TYPES

Detail Person
Detail Person
Detail Person
Detail Person
Detail Person
Detective
Detail Person
Artist
Artist
Realist/Artist/Detail Person
Detective
Detail Person
Detective
Detective
Detail Person
Detail Person

“NAME THAT EXPENSE”

ABOUT THE GAME:

This is a mental challenge to stimulate thought about elements and different expense categories that make up a real budget. It is an expansion of the “Create A Budget” lesson in the Teacher’s Guide.

GOAL:

To help students build a real budget based upon careers they are exploring through the visioning exercises.

ROLE OF INSTRUCTOR:

You will moderate and judge the game to determine the appropriateness and accuracy of the answers, and therefore, the winner. You will read the students a scenario, having them come up with expenses that will be elements of the particular budget for that scenario. You will determine the complexity of the task. For example, you will begin with a simple scenario and simple budget and progress to a more encompassing scenario and more sophisticated budget.

TOOLS NEEDED:

1. Blackboard/whiteboard/easel and paper at one location in the room
2. Chalk/markers

INSTRUCTIONS:

SCENARIO 1: Instruct students that they have to envision a scenario where they have just graduated from college and have started their first career. They are renting an apartment, their job is 10 miles away, and there is no public transportation. They must think about building a budget, including all their current and possible future expenses.

SCENARIO 2: Instruct students that they now have a family of four. One parent drives to work, and one parent takes public transportation. There are two children in the family. They own their own home and have a dog.

(Note: This game can be expanded with additional scenarios)

1. Have students stand-up and form a line.
2. Explain that they, the students, are each going to have to name an expense item that is part of a budget.
3. A student is selected to be the “scribe” and write the answers on the board.
4. The first student in line says the first expense item, and then goes to the back of the line. The next student in line says a second expense, and then goes to the back of the line. This process continues until there is one person left.
5. The “scribe” writes the answer on the board and the teacher/instructor approves/disapproves of the entry. If a student does not know an expense, or says an incorrect expense, they must leave the line and return to their seat.
6. The last student in line wins the game.

EXAMPLES OF EXPENSES STUDENTS MAY CONSIDER:

- Rent
- Utilities (Gas/Electric/Water/Sewer)
- Maintenance
- Apartment Fees
- Food
- Clothing
- Phone/Cell Phone

- Computer and Internet Access
- Cable/Digital Television
- Entertainment/Travel
- Yard Care Expenses
- Life Insurance
- Retirement Savings
- Health Insurance/Prescription Plan
- Uncovered Medical Care (Eyeglasses/Dentist)
- Personal Care (Hairdresser/Barber/Nail Salon)
- Car Expenses: (Buy/Lease/Finance/Gas/Insurance/Maintenance/License/Registration/Motor Vehicle Fees/Car Wash/Tires)
- Child Expenses (Babysitter/Daycare/Extra Healthcare/Clothes/Toys/Activities/Accessories)
- Pet Expenses (Veterinarian/Food/Grooming/Boarding/Accessories)
- Debt (from College Loans/Credit Card Debt)
- Extra Savings for such things as Emergencies, Other Education, Home, Children, Furniture

EXERCISE: FIELD TRIP—JOB OBSERVATION

Students will conduct market research into their first job and learn to prepare for that interview. Example: Let’s say they want to work as a salesclerk at a retail store, or as a barista at a coffee shop. Students will visit the store and write their impressions in their **Student Journal** to later discuss in class and hopefully at the “Real Job Interview.”

INSTRUCTIONS:

Have students select their job opportunity. It doesn’t have to be their first job. It could be a summer job, an apprenticeship, or their first real full-time job. They are going to “view” the job currently being done by employees, if possible. They will observe how current employees are working and ideally think about what would make themselves successful in that position.

NOTE: If you are able to arrange a field trip, students need to be respectful of the employees they are observing and wait to be back at their schools or centers before sharing their observations. For example: Observation of a barista in a coffee shop or any retail store.

JOB OBSERVATION

Students sit in the shop and observe to identify “Traits for Success.” (Students have this list in their **Student Journal**)

1. Did the Employee dress appropriately?	YES__ NO__
2. Did the Employee greet the customer?	YES__ NO__
3. Did the Employee smile?	YES__ NO__
4. Did the Employee establish eye contact?	YES__ NO__
5. Did the Employee repeat the order to make sure it was correct?	YES__ NO__
6. Was the Employee’s body language open and friendly?	YES__ NO__
7. Was the Employee’s attitude friendly?	YES__ NO__
8. Was the Employee paying attention to the customer or talking to other employees?	YES__ NO__
9. Was the Employee fast and efficient?	YES__ NO__
10. Did the Employee ring-up the charge or cash transaction quickly and efficiently?	YES__ NO__
11. Did the Employee say to the customer, “Thank you for coming into (Name the Store)”?	YES__ NO__
12. Did it seem that the customer was pleased?	YES__ NO__

CONTINUED ON NEXT PAGE

Students will come up with their own list of survey questions for their specific job interviews, with your coaching. If they are NOT going on an interview, still have them go into a store or coffee shop and observe the activities on their own.

CLASSROOM REVIEW AFTER FIELD TRIP

QUESTIONS:

Ask for a volunteer to share with the class. Ask them to read their questions and discuss their observations. Students will complete these questions in their **Student Journal**.

- What did you learn?
- What would make you a “good” employee?
- What would make you a “poor” employee?
- How would you handle yourself differently/or the same as the employee(s) you observed?
- How can you use this experience of “Market Research” at your interview?

NOTE: Encourage the students to bring their **Student Journals** to the interview and to pin-point what they observed and how they think they could be a good employee for this enterprise and why they should be hired!

Example Questions:

Read this to students or discuss in your own words, and have the students respond:

- *If, for example, your co-worker has had “a bad night,” how would you feel if they showed up late to work, complaining and not helping you out?*
- *What type of employee do you want to be?*
- *Are you that person?*
- *What type of employee do you want to work with?*
- *Are you that person?*

EXERCISE: YOU’RE HIRED!

ABOUT THE GAME:

This is a role playing game where students learn the skills of interviewing for a job. A student will present in front of the class and there will be an initial Instructor Panel of three Judges (the Teacher, and two students who will be kind and generative with their remarks). (NOTE: If you have enough teachers, use only those people and not students). Then, after the panel of three judges comments, the class will “vote” to see if the student is “Hired” or not. If the class votes “not to hire,” the student will have a chance at a “re-do” of the activity with coaching, and the class, hopefully will vote to “Hire” the student.

ROLE OF INSTRUCTOR:

You will be the Interviewer (the boss) and coach the student Interviewee (prospective hiree) through the interview process. There will be prior coaching with the student.

HOW TO GET “HIRED”?

There are variations to “winning or getting Hired.” Students / peers will rate interviewees’ interview. Scores are tallied and the person with the highest score will be “Hired!”. If you need a tie-breaker, each student has also indicated if, or if not, the Interviewee was hired. As the Teacher / Instructor, you can just add up the “Hireds” or “Not Hireds” instead of adding points.

PREPARATION:

The student will have selected a career from his/her VISIONING EXERCISE, or they will just have selected a career for which to interview. The student will have prepared a resume from the RESUME WRITING EXERCISE, and will have prepared to interview. You will have reviewed this interview prior to the presentation in front of the class.

STEPS FOR A SUCCESSFUL JOB INTERVIEW

NOTE: Each step should be reviewed before conducting “You’re Hired!”

Explain to the student that he/she should:

1. **RESEARCH THE COMPANY** – Try to find out as much about the Company before the interview. You need to know: What does the Company do?; Who is their market? (Who do they sell their goods/ services to); What are their current problems, challenges, and priorities, etc?. The best place to look is the Company’s website. Print-out pages from the site and bring them along to the interview.
2. **JOB DESCRIPTION** – (Note: Teacher / Instructor will create a simple “Job Description” based upon the students VISIONING EXERCISE. It should be a simple statement, for example: Disney, Marketing Director for Theme Parks; or Deloitte, Business Consultant for Software Game Development Business; or McDonald’s, Franchisee; or Middle School Science Teacher). Ask each student to read and understand the job description. Students should select a career and start crafting questions for the Interviewer based upon the description and what the Company’s goals are that they have already researched.
3. **SETTING** – One teacher should Interview the student. Teacher role-plays as the “Interviewer” and student role-plays as “Interviewee,” applying for the job. The teacher and student should sit on chairs in front of the class and the judges should be off to the side, or in the front row of desks.
4. **DRESS CODE** – What should he/she wear for the Interview? (Student will explain out loud).
Example: Student selected to Interview to become an accountant: He/she would be wearing a business suit.
Example: Student selected to Interview to become a teacher: He/she would be wearing a dress or slacks and a collared shirt.
5. **GETTING THERE** – Make sure you know exactly where the Interview is located, with whom, how to get there and how long it will take. Build in a lot of time to arrive early.
NOTE: Teacher / Instructor just selects a location for the interview and student writes distance, transportation, time, etc. to get there.
6. **RESUME** – The student will have a “mock” resume outlining their background and qualifications for the job. (Note: Students should have emailed their resume previously to a real interview—but hardcopies should always be brought to the Interview.) Younger students “make-up” the resume, so they can add, within reason, what is their background, education, work experience, volunteer work, etc. The student should have a list of reference letters. The resume should highlight their background that will show how they can benefit the company based upon research on that company.
For example: If the company is a Retailer, “Customer Service” will be important, student could highlight experience he/she has had working with people, team sports, babysitting, etc.
7. **INTRODUCTION** – Interviewer (teacher) and Interviewee (student) will greet, shake hands, smile and the Interviewer will ask student if she/he would like some water. (It’s always polite to accept an offer for something to drink).
8. **HAVE YOUR QUESTIONS READY REGARDING THE COMPANY AND THE JOB** – If the Interviewer does not describe the company or the job—this is the opportunity for the student to be prompted to ask: “Could you tell me a little about your goals around hiring the right person for this job?”

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NOTE: Always ask about the company first BEFORE you start “Selling Yourself.” Student has researched the company and its Mission and they should add, “I know your Mission is... (Fill in Mission), I just wanted you to expand on that with regard to my possible position.”

For example: If they are interviewing to become a video game designer: “I know that your company’s Mission is to design cutting-edge video games at reasonable prices. I wanted to know how my role in this position would add to that? Or a question by the student could be: “What qualifications would the ideal candidate have?” (Coach the student to understand that it’s best to get the Interviewer to explain what their goals are before the student speaks and goes off in the wrong direction.) Interviewer explains how the job fits into the company.

Example: “We want to make sure that our games excite young people to buy and use them. We want to create a new position where this employee has fresh new ideas that young people want. The person has to be up-to-date with new trends, new delivery-systems (like mp3, iPod®, etc.), know all our competition—really be able to look, listen and figure out what’s ‘hot’ and ‘what’s not’.”

9. STUDENT GETS A CHANCE TO SELL THEMSELVES—Beforehand, coach students explaining that they need to refer to their background information of experience to give examples of how they “fit the job.” For instance, “While I was working in a store at the mall, I noticed that young people always combined all their purchases into a bigger bag. I also know that teens are interested in ecology. So, I researched how our store could offer cloth bags, printed with our store’s logo, and that the cost was \$1.00 per bag. When people checked out, we offered, “For Just \$1.00 more, you could have a reusable cloth bag and if you bring it back here when you buy more stuff, we’ll give you 5% off on your purchases.” Student will say that the benefits were: “Teens used the bag with our store’s logo—which was advertising plus the 5% offer drove in extra traffic.” (This shows innovative thinking, observation of the market, ingenuity, a person who is a self-starter, etc.) Believe in yourself. If you are confident with your abilities, the Interviewer will be confident. Never be arrogant, however, and never over exaggerate or lie. Speak in full sentences and avoid “Yes” and “No” answers to ANY questions, always elaborate, but be concise.
10. INTERVIEWER SHOULD QUESTION A LITTLE ABOUT STUDENT’S BACKGROUND AND THEIR GOALS – Examples:
“What was most important about your education or work experience or summer job?” Student should try to show that they are hardworking, reliable, trustworthy, self-starters.
Be enthusiastic and positive.
11. THE “GOOD-BYES”—Thank the Interviewer for this interview and for the time they spent with you.
 - Student should ask, “What is your timing on making a decision?”
 - Student should ask, “Would you like a list of my References? (Hopefully, Interviewer will say, “Yes.”)
12. POST-MORTUM—Send an e-mail to interviewer to thank him/her for their time exploring this job opportunity. Explain how enthusiastic you are and summarize how you and your qualifications would hopefully benefit their company. (Send within 24 hours of the interview.)

Read this aloud to students or discuss this in your own words: Always try to analyze how well you did, so that you can improve your skills for your next Interview. With the, “You’re Hired!” Activity, you will get a chance for a “Do-Over.” In real life, this introspection will help you for next time.

When students are critiquing each other, make sure they are respectful. It’s hard to Interview and to remember everything while being put in a new situation trying to establish eye contact, being enthusiastic and smart while “selling” yourself—everyone is nervous at a job interview. Make sure criticism is constructive and said in a way that will help the Interviewee to learn from the information, and not just, “Your Interview was Good or Bad”, that is not helpful.

PANEL

The panel of Teacher / Interviewer and two students will “critique” the student first, orally. The student audience will be voting, using their “Score Cards”— in their Student Journal, as the interview is being conducted.

SCORING

Teacher/instructor can create your own score cards that each student will have. Ask students to refer to their Student Journal, if you are using our list.

SCORING SCALE: 1 through 5 (1 is “Needs A Lot of Improvement” and 5 is “Outstanding”)

1	2	3	4	5
Needs A Lot of Improvement	Needs Some Improvement	Average	Good	Outstanding

GAME ACCOUNTANTS:

The student with the “highest” score gets “Hired.” After the students have completed their ratings, the cards, or sheets from their Student Journal are collected, and two students are selected to add up the scores.

INTERVIEW:

Students will score the person being interviewed, using the Scoring Scale 1 through 5 (1 is “Needs A Lot of Improvement” and 5 is “Outstanding”).

How well did they answer questions about:

CATEGORY	RATING
✓Dress Code: Was the student dressed appropriately (or described appropriate attire)? ...	_____
✓Did they explain how they had directions to the interview?	_____
✓Did they conduct relevant research about the company?	_____
✓Were they able to briefly describe what the company does?	_____
✓Did they conduct research about the job?.....	_____
✓Did they have a good resume?	_____
✓Did they greet the Interviewer properly?	_____
✓Did they establish eye contact?.....	_____
✓Did they ask good questions?.....	_____
✓Did they answer questions well?.....	_____
✓Did they describe how they would be good for the job?.....	_____
✓Were they enthusiastic?	_____
✓Were they confident?.....	_____
✓How well did they wrap-up the interview?.....	_____

Would you hire this person? YES____ NO____

Why? _____

NOTE: The “GAME ACCOUNTANTS” have also tallied the scores, in case more than one student is “applying for” the same job.

Suggestions for improvement: Coach students through this process to give constructive suggestions to their peers for their interviews.

DO-OVER

Interviewee should be given a chance to re-do the interview. There is no voting or critique this time. Hopefully, the student will have learned from the past critique and are now “Hired.”

EXERCISE: “BEING WHO YOU WANT TO BE”

ABOUT THE GAME:

This game is a creative exercise for students to build a visual representation or symbol using marshmallows and toothpicks, answering the question, “What is the ideal way you want to learn or work?”

GOAL:

The goal of this game is to be an exercise where students use creative thinking to “build” a physical structure from marshmallows and toothpicks showing how they each can decide how they want to depict the ideal learning or work environment.

TOOLS NEEDED:

- $\frac{1}{4}$ - $\frac{1}{2}$ of a bag of small marshmallows per student
- $\frac{1}{8}$ box of wooden toothpicks per student

ROLE OF INSTRUCTOR:

You will coach and advise students through the activity. Try to just coach so that the students are encouraged to come up with their own thoughts.

INSTRUCTIONS:

Explain that the goal of the game is for students to create a symbol or depiction of the ideal way or environment in which they want to learn or work.

EXAMPLES:

- If they connected their marshmallows in a wheel this could signify that there is a hub (teacher), then the spokes are the students going off after they receive instruction from the teacher.
- They could leave their marshmallows in a pile and not connected, signifying that they would like to be completely independent.
- They could have some marshmallows connected in a clump and then other independent ones, signifying that independently they are working towards a central goal.
- They could create an arrow, all connected, signifying that they like to work thinking about the future.
- They could create a star shaped marshmallow diagram, indicating they want to be inspired by their leader.
- They could make a bridge or tower with a strong base, which could indicate that they want to work in a safe, trustworthy environment.
- They could create a smiley face that shows they want to be happy coming to school or work.
- They could create a heart indicating they want to love and be passionate about what they are learning or doing.

Time: 15 minutes

After the conclusion of the exercise, ask for student volunteers to stand-up and explain their symbol or depiction.

TEACHER/INSTRUCTOR POST EVALUATION FORM

Thank You. We appreciate your feedback.

After completing this form, please remove it from the book and send it to:

Deloitte Foundation, Ten Westport Road, Wilton, Connecticut 06897; or,
 fax to: 203-563-2324 or, e-mail to: usnationallifeinc@deloitte.com

LIFE, Inc. – Teacher/Instructor Evaluation

Date: _____

We would appreciate it if you would take a few minutes to evaluate the program using the following form. Please complete all sections on the form and be frank in your comments as we are serious about responding to the feedback we receive.

Instructions: Please rate the following features from “Excellent” to “Poor,” making comments where indicated.

The General Look of the Program	Excellent	Good	Fair	Poor
Overall Rating				
First Impressions				
Artwork				
Layout				
Lasting Impressions				
Comments:				

The Content of the Program	Excellent	Good	Fair	Poor
Setting the Stage				
So Who Am I?				
The View from the Top of the Mountain				
So What Do I Need to Know?				
Learning from Others				
A Word about Money				
Finding Answers				
Summary				
Comments:				

TEACHER/INSTRUCTOR POST EVALUATION FORM

—CONTINUED FROM PREVIOUS PAGE

Instructions: Please rate the following features from “Strong Growth” to “limited Growth”:

Achievement	After completing the lessons, students showed:		
	Strong Growth	Satisfactory Growth	Limited Growth
Students could relate new ideas to prior knowledge			
Students could demonstrate interest and appreciation of concepts			
Students could communicate effectively by talking, writing, or representing ideas			
Students could recall facts or information			
Students could demonstrate creative thinking			
Students could try various strategies to solve problems			
Students could stick with tasks through completion			
What concepts, if any, were challenging to teach? Please elaborate.			
Other Comments			

Instructions: Please rate the following features from “Strongly Agree” to “Strongly Disagree”:

Observations	Strongly Agree	Agree	Disagree	Strongly Disagree
<i>LIFE</i> , Inc. was easy to teach				
Students understood the <i>LIFE</i> , Inc. concepts				
Students found that interviews conducted outside the classroom were helpful				
After completing the program, students discovered more about themselves				
The program helped students learn concepts/skills applicable to future careers				
The basic structure of the program was appropriate for the instructional objectives				
The program permitted easy modification to suit local conditions				
Students were involved in program activities				
The system was user friendly				

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TEACHER/INSTRUCTOR POST EVALUATION FORM

—CONTINUED FROM PREVIOUS PAGE

Enjoyment and Attention Holding Factor	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				
“Makes Sense” and Readability Factor	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				
Usefulness Factor	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				
Relevance as a Resource for Students	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				
Cohesion and Flow	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				

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LIFE, Inc. STUDENT POST EVALUATION

Thank You. We appreciate your feedback. After completing this form, please remove it from the book and give it to your Teacher/Advisor/Parent/Guardian so they can submit it on behalf of the student.

We would appreciate it if you would take a few minutes to evaluate the program using the following form. Please complete all sections on the form and be frank in your comments, as we are serious about responding to the feedback we receive.

About You:

DATE: _____

I Am: [Circle one]	Male/Female
My Age is:	()
My Grade in School is:	()
I Identify Myself as: [Circle as Many as Apply]	American Indian or Alaska Native
	Asian
	Black or African American
	Native Hawaiian or Other Pacific Islander
	White
	Some Other Race
I am: [Circle one]	Hispanic, Latino or Latina
	Not Hispanic, Latino or Latina

Instructions: Please rate the following features from “Excellent” to “Poor,” making comments where indicated.

The General Look of the Program	Excellent	Good	Fair	Poor
Overall Rating				
First Impressions				
Artwork				
Layout				
Lasting Impressions				
Comments:				

The Content of the Program	Excellent	Good	Fair	Poor
Setting the Stage				
So Who Am I?				
The View from the Top of the Mountain				
So What Do I Need to Know?				
Learning from Others				
A Word about Money				
Finding Answers				
Summary				
Comments:				

Enjoyment and Attention Holding Factor	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				
“Makes Sense” and Readability Factor	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				

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STUDENT POST EVALUATION FORM

–CONTINUED FROM PREVIOUS PAGE

Usefulness Factor	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				

Instructions: Please rate the following features from “Strongly Agree” to “Strongly Disagree”:

Observations	Strongly Agree	Agree	Disagree	Strongly Disagree
I learned about career possibilities				
The Virtual Role Models were inspiring				
The program made me hopeful (even if I’m not exactly sure what I want to do with my life)				
I learned that there are many different roads to success				
After participating in this program, my journey will be more satisfying				
I have increased my confidence and believe I can use the career planning skills effectively				
After participating in this program, I am able to use the self-discovery exercises				
After participating in this program, I am able to use the visioning technique				

After participating in LIFE, Inc. ... I	More	Same	Less
Have ways of thinking about where I am now and where I’m going			
Take control of my own life			
Know more about career options in business			
Am willing to consider a career as a professional accountant, auditor, or tax or business consultant			
See the connection between school and career			

Other Comments	
What part of the program did you like the best?	
What was one thing you learned about yourself?	
What, if anything, did you find hard to understand?	
What was one thing you learned about careers?	

School: _____ **City and State:** _____

NAME, LIKENESS AND TESTIMONIAL RELEASE FORM

Thank You. We appreciate your feedback. After completing this form, please remove it from the book and give it to your Teacher/Advisor/Parent/Guardian so they can submit it on behalf of the student.

For good and valuable consideration, the receipt and sufficiency of which I hereby acknowledge, I hereby agree as follows:

1. I hereby irrevocably grant to the Deloitte Foundation, Deloitte LLP, Deloitte & Touche LLP, Deloitte Tax LLP, Deloitte Financial Advisory Services LLP, Deloitte Consulting LLP (successor to Deloitte Consulting Holding LLC), Deloitte Services LP, Deloitte Consulting (Nevada) LLC, Deloitte Consulting L.P., Deloitte Consulting (US) LLC and Deloitte Consulting (Holding Sub) LLC, Deloitte Touche Tohmatsu, and other member firms of Deloitte Touche Tohmatsu, and all of their respective past, present, and future parents, subsidiaries, divisions, affiliates, predecessors, successors, managers, partners, principals, members, directors, officers, employees, stockholders, benefit plans and fiduciaries, owners, agents, representatives, attorneys, heirs, executors, administrators, transferees, and assigns (hereinafter collectively referred to as the "Licensed Parties") a royalty-free right to use, exploit and publish my name, likeness and/or quotations and/or testimonial ("Materials"), in any and all media now or hereafter known, including, without limitation, on the internal and external websites for Deloitte LLP and its subsidiaries (the "Deloitte U.S. Firms"), in trade materials and print advertisements, throughout the world in perpetuity, to advertise and promote the Life Inc. program and materials.
2. I agree that the Licensed Parties will have the right to attribute the quotations and/or testimonials to me, which are true and verifiable and expressions of my personal experience and belief, which are contained in my submission to the Licensed Parties.
3. If I am submitting a photo, video or recording, I represent and warrant that I personally took such photo, video or recording or, if I did not, that I have the express permission of the individual who did so to submit it to the Licensed Parties and to grant the Licensed Parties the rights set forth herein. Upon request of the Licensed Parties, I can and will provide written proof of such permission.
4. I agree that any materials created by or on behalf of the Licensed Parties which incorporate the Materials are owned by the Licensed Parties. If I should receive any copy of any such materials, I shall not authorize its use by anyone else.
5. I agree that no advertisement or other material, including, without limitation, the Materials, need be submitted to me for any approval, and the Licensed Parties shall be without liability to me for any distortion or illusionary effect resulting from the exhibition, publication, broadcast or other use of my name, likeness and/or testimonial.
6. I warrant and represent that this license does not in any way conflict with any existing commitment on my part.
7. Nothing herein will constitute any obligation on the Licensed Parties to make any use of the rights set forth herein. I agree that this license supersedes all prior negotiations and understandings between myself and the Licensed Parties relating to the rights granted herein.

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NAME, LIKENESS AND TESTIMONIAL RELEASE FORM

—CONTINUED FROM PREVIOUS PAGE

8. I hereby (i) expressly release, discharge and waive all claims, demands, losses and liabilities of any nature which may arise from, and (ii) covenant not to make any claims against, the Licensed Parties as a result of, any and all loss or injury caused by or occurring as a result of the exploitation of the rights granted hereunder. I understand that I am responsible for any injury or damage that may arise out of my acts or omissions.

FULL NAME PRINTED

SIGNATURE

DATE

If you are a minor, your parent or legal guardian must complete the following:

(I am the (father) (mother) (guardian) of the above mentioned minor. I consent to the foregoing on behalf of such minor, and I agree to indemnify and hold harmless Licensed Parties with respect to any claims which the minor may make as a result of the exercise by Licensed Parties of their rights hereunder.


Signature

Name of Parent or Guardian



PERMISSION SLIP

**Remove this page from your Student Journal
by cutting on the dashed line.
Have your Parent/Legal Guardian
fill out this form.
Then, give it to your Teacher/Instructor.**



BACKGROUND: Students are learning about jobs and careers in a program called **LIFE, INC.** The goal is for them to explore their own interests and strengths. In order to discover more about themselves, they will be interviewing adults and other children who know them well. They are asked to interview; for example: friends of the same sex, the opposite sex, guardian, teacher/counselor, parent and others. We want to make sure you are in agreement.

Name of Student: (PLEASE PRINT)

Parent or Legal Guardian: (PLEASE PRINT)



I, _____, hereby grant the above student

(NAME OF PARENT OR LEGAL GUARDIAN—PLEASE PRINT)

permission to speak to others in their life in school and out of school
about **LIFE, INC.**

Signed: _____

(SIGNATURE OF PARENT OR LEGAL GUARDIAN)

Date: _____

