

Steps to Success

Overview

Working in groups, students explore the process of finding a job that suits their interests and skills.

Objectives

Students will be able to:

- Identify the steps involved in getting a job.
- Explain why each step in the process is important.

Preparation

Review the recommendations for working with students found on Page 10 of the Biz Kid\$ Educational Tools Overview document. This document is available in the Educational Tools section of www.bizkids.com under General Resources.

Become familiar with the Key Terms and financial concepts presented in this session.

For the Get Ahead activity, students will be separated into groups of six, and each group will need a set of Get Ahead Labels. Prior to the session, reproduce, cut, and organize session materials as needed. Gather any necessary materials for conducting this session.

Cooperation is vital to this session's success. If needed, seek assistance from the teacher to determine how to group students for the activity.

Review the *How Do You Get Money?* episode of the television series *Biz Kid\$*. If possible, show the episode to the students. The information communicated in this episode will give the students a foundation for this session's class discussion and activity.

If appropriate, have the students complete the Biz Kid\$ Viewing Guide Worksheet as they watch the episode. The

Concepts

Earning
Working
Work-preparedness

Skills

Analyzing information
Working in groups
Written communication



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Episode: How Do You Get Money?



Viewing Guide Worksheet and Explanation are available in the Educational Tools section of www.bizkids.com under General Resources.

If possible, arrange for the technology needed to present the online video clips from the *How Do You Get Money?* episode of *Biz Kid\$*. These video clips can be found in The Show section of www.bizkids.com.

If possible, post Key Terms and student responses in a visible place. Consider providing a personal example for each term.

Recommended Time

This activity typically takes 45 minutes to complete. If presenting this material as a volunteer, ask the teacher to help you keep track of the time.

Materials

- Table Tents (optional)
- 1 Game Die
- 1 Set of Get Ahead Labels per group
- 1 Classroom Set of What's the Reason? Game Fill-In Cards
- 1 Set of What's the Reason? Game Key Cards
- Pencils
- Tape/Pushpins (optional)

Presentation

Introduction

If presenting this material as a volunteer, greet the students and distribute the Table Tents. Ask the students to write their names on the Table Tents.

If this is the first session you are conducting, tell the students your name, describe your job, and provide some information about your background. Explain that you are a volunteer with Junior Achievement, an organization with a mission to inspire and prepare young people to succeed in a global economy.

If appropriate, provide a brief overview of *Biz Kid\$*. Explain that this is a program that students can watch in their homes on public television. It is designed to help students explore the concepts of financial literacy, work readiness, and entrepreneurship in a fun and memorable format. *Biz Kid\$* inspires students by presenting stories about children and young adults who participate in our nation's economy by founding and operating their own businesses.

This episode, *How Do You Get Money?*, introduces students to the topic of earning income. Through entertaining skits and informational segments, students learn ways in which to gain income from a variety of means.

Organize the students into groups of six. Distribute a set of Get Ahead Labels to each group. Tell the students to distribute a Label to each member of their group. Explain that students will have 3 minutes to review the Labels and organize them in the correct order for getting a job. Each student will hold a Label and stand quietly in the proper order of the job process.

Give the students 3 minutes to complete the activity. Circulate through the room and observe the students' reasoning process.

Introduction Time

15 minutes

Teaching Tip

Post Key Terms in a visible place in the classroom. Key Terms in the Guide are highlighted in boldface on first reference.

Teaching Tip

If there are students who are not able to participate in a group of six, allow those students to help you judge whether or not the other groups are in the correct order.

Correct Order of the Get Ahead Labels:

1. Think of a job you would like.
2. Look for a job.
3. Create a resume and a cover letter that are specific to a job, or fill out a job application.
4. Submit your job application or resume.
5. Interview for a job.
6. Start your new job.

Examine the order of each group's Get Ahead Labels. Ask a group that has the correct order to read the job process to the class. Ask how many groups matched this process and got the right order.

On the board, keep track of the groups that correctly arranged the Get Ahead Labels. Tell the students to keep their Labels because they will need them later in the activity.

Direct the students to consider how they use money. Ask them how they get the money to pay for their wants and needs.

Explain that as people get older, they require more money to pay their bills and buy the things they need. Ask the students to list different ways people obtain the money they need.

If possible, show the *Making Money* online video clip from the *How Do You Get Money?* episode of *Biz Kid\$*. Explain that today you will talk about working, which is one way to get money.

Activity Time

25 minutes

Activity

If possible, post the steps for getting a job in a visible location. Be sure to place them in the correct order.

Remind the students that earlier they determined how a person goes about getting a job. Each of these steps is important for a particular reason. Explain that, as a class, they will make and play a game that explores the reasons each step in the job-hunting process is important.



Hold up a What's the Reason? Game Key Card for the students to see. Explain that you have a set of Cards that explains the correct reason that every step in the job-hunting process is important.

Ask the students to look once more at the Get Ahead Labels from the earlier activity. Explain that they will be asked to come up with reasons for their job process steps that are acceptable but may not be the most important reason for accomplishing that step. Provide an example, such as "While getting a job to have a place to go after school might be a reason to get a job, it probably is not the most important reason."

Distribute a What's the Reason? Game Fill-In Card to each student. Explain that they will only write a reason for the Get Ahead Label they have in their possession. Give the students approximately 5 minutes to consider and write their reasons.

When the students have finished writing their reasons, gather the What's the Reason? Game Fill-In Cards. Separate the Cards into a different pile for each step of the job-hunting process. Add the corresponding What's the Reason? Game Key Card to each pile.

Explain that, as a class, the students will play the game they just created. Instruct the students to reassemble into the groups they were in earlier. Review the game instructions with the students.

What's the Reason? Game Instructions:

Object: To be the group with the most correct answers.

Game play:

1. Determine a playing order for the student groups.
2. Each group must select a player to roll a die to determine which group will start the game play. The group with the highest roll answers the first question.
3. Play moves in a clockwise motion following the group with the highest roll.
4. Read the pile of cards for the Label "Think of a job you

Teaching Tip

If there are students who previously did not have a Label, assign them to an existing group. Instruct them to develop a reason for one of the Labels already assigned to another group member.

Summary and Review Time

5 minutes

- would like” to the starting group.
5. The first group should confer, and one representative from the group should answer the question “What’s the reason?”—providing the correct, or primary, reason for the job process step.
 6. If the question is answered correctly, that group gets a point. If the question is answered incorrectly, the next group has the chance to answer to earn a point. Game play for this question will continue in a clockwise motion until the correct answer is provided.
 7. On the board, keep track of the points earned by each group. Points should be added to the points earned during the earlier class activity.
 8. Read the pile of cards for the Label “Look for a job” to the group seated to the left of those who answered the previous question correctly.
 9. Continue game play until the groups have determined the most important reason that each step in the process exists.

Play the game for approximately 20 minutes or until finished. Declare a winner for today’s activities.

Summary and Review

Conduct a classroom discussion based on the activity. Ask the students to explain why it is important to follow all of the steps to get the job they want.

Thank the students for their participation in today’s session.

Session Outline

Introduction

- (If volunteering) Greet the students and introduce yourself.
- (If volunteering) Distribute the Table Tents.
- Provide a brief overview of *Biz Kid\$*.
- Organize the students into groups of six, and distribute a set of Get Ahead Labels to each group.
- Allow the students 3 minutes to organize the Labels in the appropriate order.
- Show the *Making Money* video clip.



Activity

- Introduce the students to the What's the Reason? Game.
- Distribute a What's the Reason? Game Fill-In Card to each student.
- Allow the students 5 minutes to complete the What's the Reason? Game Fill-In Card.
- Review the game rules with the students.
- Allow the students 20 minutes to complete this game.

Summary and Review

- Review the lessons learned from this session.
- Thank the students for their participation.

Extended Learning Opportunity

Provide the students with the Help Wanted section from a local newspaper. Ask them to work in pairs to identify jobs that look interesting. Direct each pair to record and present the name of a job that seems appealing and explain why.