



It's a Job to Get a Job!

EPISODE #509

ACTIVITIES & LESSONS

LESSON LEVEL

Grades 6-8

KEY TOPICS

- Careers
- Employment
- How to Get a Job

ENTREPRENEURS & STORIES

- Fabulous Coach Lines – Ray
- Bengston's Pumpkin Farm – Brian
- Youth Rebuilding New Orleans – Rico
- Florida EverBlades – Caity
- Seattle Youth Employment Program – Denaya

EPISODE SYNOPSIS

It's a job getting a job and **Biz Kid\$** is here to help. Learn tips and tricks for writing a great resume, dressing for success, and nailing the interview. Get the inside scoop on what employers look for from a young entrepreneur who manages 200 employees.

LEARNING OBJECTIVES

1. Learn how to use various job search techniques.
2. Gain an understanding of how to interview well.
3. Discover how to add value and become a great employee.

NATIONAL STANDARDS CORRELATIONS

Aligned to National Financial Literacy Standards from the *JumpStart Coalition for Personal Financial Literacy*.

Income and Careers

Overall

Competency: Apply reliable information and systematic decision making to personal financial decisions.

Standard 1: Explore career options.

Aligned to Voluntary National Content Standards in Economics from the *Council for Economic Education*.

Standard 2: Decision Making

Standard 13: Income

Standard 15: Economic Growth

CONTENTS

- Lesson Prep & Screening
- Activity #1
- Curriculum Connections
- Activity #2
- *Biz Terms* Vocabulary
- Family Activity Sheet



LESSON PREP & SCREENING

Getting Started

Familiarize yourself with the episode ahead of time. It will serve as a springboard for student learning, discussions, vocabulary exploration, and hands-on activities. Determine what is required to show the episode in your classroom and borrow equipment if needed. Choose an activity (each one takes between 45-60 minutes), and gather supplies. Have fun!

Equipment & Supplies

For all activities, students will need a pen or pencil. Additional equipment needs are identified on activity pages.

Screening

Introduce the series and the episode. Then, prior to playing the episode, lead your students in a discussion with the preview questions on this page. Explain that **Biz Kid\$** is a public television series that teaches kids about money and business. Also mention that the bizkids.com website has lots of video clips, games, a blog, and other resources.

About the Episode

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Preview Questions

- How many of you have already held a job for pay, or have served in a volunteer position? What skills helped you perform your duties?
- What are some characteristics that a good employee would exhibit?
- Do you think an individual employee's behavior affects the success of a company? Why or why not?

Summary & Conclusion

Finding and obtaining your first real job is a rite of passage for most teens. It's an exciting and scary experience, but one that will serve you well – both for the money you earn and for the lessons you learn. The skills you learn going through the process will help you throughout your life, professionally and personally. Good luck on your first job, Biz Kid!

Family Connection

Distribute a copy of the Family Activity Sheet to each student to share what they've learned with their families.



Activity #1:

RESUME & JOBS

Activity Learning Objectives

- Learn tactics for finding a job.
- Learn to write a basic resume.
- Introduce *Biz Terms* and definitions used in the episode.

Episode Details

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Directions

Read the episode details out loud to the class. Hand out the worksheets titled "For Students" and discuss them together in class. Read the *Biz Terms* and discuss the vocabulary/episode review questions. Call on volunteers for answers, and have them explain to the group why they chose the term they believe to be correct.

Then, give the students at least 10 minutes to complete the worksheets. After students have completed the Resume worksheet, have a class discussion and ask for volunteers to share some of the skills they listed. Encourage students to follow through and complete an 'official' resume on a word processor later.

As we learned in the episode, it is important to prepare for job-hunting by using a "Target List" to help ensure your success. Ask the students to name some of the suggestions on the target list. Answers may include: job hunting attitude, resume, dress neatly and appropriately, have a 'thick skin,' be persistent, always thank people for the opportunity, etc.

See Curriculum Connections on page 6 for additional ways to work with *Biz Terms*. (Note: the definitions are on page 9.)

Activity Wrap-Up

Thank the students for their participation, and remind them that they now have a "Target Checklist" and a resume. They're ready to look for a first job – or the next job! Take a positive attitude and land that job!



RESUME & JOBS

WORKSHEET FOR STUDENTS

Biz Terms

- Career
- Cover letter
- Entrepreneur
- First Impression
- Internship
- Interview
- Job Shadowing
- Letter of recommendation
- Networking
- Personality
- Resume
- Social skills
- Temp agency
- Work ethic

Episode Review

1. Danaya learned that employers will ask to see your _____, or a summary of your skills, when you apply for a job.
2. Meeting new people and keeping in touch with them to share information like your online profile, is called _____.
3. You have _____ if you communicate well with others, have good manners, and behave well.
4. When you meet someone for the first time, you have one chance to make a good _____.
5. A profession you study or train for is a _____.
6. If you are responsible and care that your work is done with quality and on time, you have a good _____.
7. Caity learned that having an _____ can build job skills, career knowledge, and add to your resume.



RESUME & JOBS

WORKSHEET FOR STUDENTS

Denaya learned she needed to have a resume prepared and printed copies to distribute when requesting job applications. Fill in the information below to help you compose your own resume. Remember, everyone has skills, talents, and interests even though you may be seeking your first job. It is not uncommon to make changes or tweak your resume to fit each type of job you apply for.

_____ your name

_____ your e-mail address

_____ your phone number with area code

Objective _____

Skills _____
List skills or things you are good at here, as well as training you have had that qualifies you for the position. (i.e. CPR)

Experience _____
List things like volunteering, scouts, church, babysitting, or jobs which qualify you for the position.

References _____
List the name, contact phone number and/or e-mail address for three adults you have asked to be your references. These should be people who know your strengths, but are not relatives (such as a teacher, scout leader, etc.).

Extra Credit

- Identify online and printed sources of information about jobs, careers, and entrepreneurship.
- Compare your personal skills and interests to various career options.



CURRICULUM CONNECTIONS

Language Arts

- Have students construct sentences; write a paragraph; or create a story, skit, or dialog using *Biz Terms*.
- Have students create a class dictionary of financial terms.
- Have students start their own journal of personal financial education and continue to add to it.
- Have students compose their own target lists for job hunting.
- Have students create a resume for a job posting they find. Have them tweak their resume for a different job posting. Have students look at sample cover letters and draft a letter that could go with their resume.

History/Social Studies

- Pretend that you live in the 1800s. Write a resume as if you live back then – what kinds of skills would you need for jobs in the 1800s?
- Study what kind of companies make up the economy of your region. Determine what industries might hire teens. Are there any intern, after-school or summer work training programs or government funded programs that you can apply for? What kind of service agency might hire teens to mentor younger students or work for them? (How about school or community rec or camp programs?)
- What kind of jobs could you do where you work for yourself?
(Yard work, sales, babysitting, etc.)

Mathematics

- Have students analyze the data gathered in Activity #2. Within your class, what percentage of students selected blue as their favorite color for answer #1? How many selected red? How many selected yellow? Is the class divided evenly across those three color preferences?

Economics

- Describe how economic conditions can affect income and career potential.
- Identify ways workers can improve their ability to earn income.
- Invite several employers from the local community to share information with students, and respond in a question and answer session. Have students write out questions ahead of time. Have a follow up discussion as to the value of the presentation, and have students write thank you notes to the guest speakers.

Optional Vocabulary Extensions

Make Art!

Ask students to create personal illustrated glossaries using sketches or cartoons to visually represent the meaning of each *Biz Term*.

Make It Personal!

Provide students with dictionaries and ask students to re-write formal definitions for each *Biz Term* in their own words to demonstrate comprehension.



Activity #2:

CAREER TEST ONLINE

Activity Learning Objectives

- Learn what careers might suit your personality.
- Understand that some career tests are certified by experts.

Episode Details

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Supplies Needed

Computers, access to Internet, and printers.

DIRECTIONS FOR STUDENTS

There are lots of career tests out there, but some have been certified by experts. The following test has been studied and is considered to be one of the most accurate. In just a few minutes, you can find out what careers might be best for your personality. At the computer, connect to the internet and go to <http://www.careerpath.com/career-tests/color-test/>. Follow the prompts on the screen, watching carefully for the words "MOST" and "LEAST," and keep track of your answers below. Enter your gender and your first name; you do not have to put in an email address. If any ads pop up on screen, scroll to the bottom and click "no thank you" and then continue to the last screen for a summary of your strengths.

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CAREER TEST ONLINE

DIRECTIONS FOR STUDENTS

What is your "Best Occupational Category?" _____

What are your keywords for this category?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Extra Credit

Write a report on one of the careers that was suggested for your personality. Share your report with the class.

If these keywords fit your personality, you may want to use them on a resume or in an interview to describe yourself.

If you were to choose three careers to explore from the list presented, which ones would you choose?

1. _____
2. _____
3. _____

What is your "2nd Best Occupational Category?" _____

What are your keywords for this category?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

You do not have to purchase any of the more detailed reports to get a good idea of what career areas might appeal to you. Are you surprised at any of the results?



BIZ TERMS DEFINITIONS

- *Career*: A profession or field of employment that you study or train for, such as financial services or medicine.
- *Cover letter*: A letter of introduction that is placed before your resume in a job application.
- *Entrepreneur*: A person who gets the idea for, establishes, operates, and accepts the risks of a business.
- *First impression*: What someone thinks of you when they meet you for the first time.
- *Internship*: A way to try a job, usually unpaid, but it builds job skills and career knowledge.
- *Interview*: A formal meeting where you answer questions about your skills and qualifications for a job that you have applied for.
- *Job shadowing*: To follow someone around while they work to learn what they do and how they do it.
- *Letter of recommendation*: A letter written by an adult, like a school counselor, who knows your strengths and qualities that would make you a good employee.
- *Networking*: Meeting new people and keeping in touch with them to share information.
- *Personality*: Your distinct way of being you, including your character and your behavior.
- *Resume*: A brief summary of your skills, experiences, and education which are relevant to the job that you are applying for.
- *Social skills*: The ability to communicate well with others, and to behave well.
- *Temp agency*: A company that will find you a temporary job. You work for the temp agency, but you get assigned to work at different company locations around the city as needed to fill in when they need extra staff.
- *Work ethic*: A sense of responsibility for the things that you do, and to care that your work is done with good quality and finished on time.



FAMILY ACTIVITY SHEET

Episode Synopsis

It's a job getting a job and **Biz Kid\$** is here to help. Learn tips and tricks for writing a great resume, dressing for success, and nailing the interview. Get the inside scoop on what employers look for from a young entrepreneur who manages 200 employees.

Activity Suggestions

There are specific techniques for searching for a job, interviewing, and adding value to your employer's business. These skills continue to build throughout your life. Many of them apply to your personal as well as your professional life. Have a discussion with your family about jobs and job skills. The following questions might facilitate the discussion.

- What experiences have family members had in getting a job or hiring someone to do a job?
- List the values you consider to be important to performing a job.
- Share what types of jobs you think you would be well-suited for. Does your family agree? What skills do they think you excel in and what others will you need to work on?
- What are your current job interests? Do they connect to a career or area that you would like to pursue in the future?
- Ask family members their experiences with how they continue to build and connect with a social and professional network? How can you get started? Can they introduce you to someone that will help you network in your area of interest?
- How does your family stay knowledgeable about the industries that they have worked in or currently work in?



Produced by: *Biz Kid\$* LLP

Funded by:



Co-Produced by:



Distributed by:

