



# First Jobs Academy

Work Readiness Training  
for Child Welfare Involved Youth  
2<sup>nd</sup> Edition  
Rev. August 2010

## Trainer Guide

**Produced by the  
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UNIVERSITY OF  
SOUTHERN MAINE

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**Financial Literacy Content Contributed By:**



# First Jobs Academy

## Youth Work Readiness Training

### *Facilitator Guidelines*

#### **The Modules**

**Teambuilding:** Designed to kick off the training in a fun and engaging manner, youth build relationships and trust in their fellow youth, or “colleagues,” through games, activities, and reflective discussions. Youth set short- and long-term goals related to employment.

**Dollars & Sense:** Youth are provided with introductory financial literacy information and skills, including budgeting, saving, and credit. Content is presented using games and active discussion. The Opportunity Passport™ matched savings program is introduced and eligible youth are strongly encouraged to open an account.

**Healthy ME:** Youth explore the role of their physical and mental well-being in relation to development of positive work habits.

**Work Wise:** The first session of this module focuses on soft skills critical to success in the workplace, such as verbal and non-verbal communication, customer service, professional boundaries, and appropriate dress. The second session focuses on the skills needed to obtain employment from the initial application process through interviewing. Youth complete a formal mock interview with an employer as a culmination of their learning.

#### **The Competencies**

This curriculum focuses on mastery of knowledge, skills, and abilities related to work readiness in four main competency areas:

**Communication:** Articulates thoughts and ideas clearly and effectively; demonstrates public speaking skills; writes work-related materials clearly and effectively.

**Critical Thinking & Problem-Solving:** Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems.

**Professionalism:** Demonstrates personal accountability and effective work habits, such as punctuality, working productively with others toward a goal, and time and workload management.

**Teamwork & Collaboration:** Builds productive and professional working relationships with colleagues, supervisors, and customers; able to work with diverse teams; able to negotiate and manage conflict in the workplace.

These competencies are derived from the 21<sup>st</sup> Century Skills paradigm developed by the Partnership for 21<sup>st</sup> Century Skills ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)), an education advocacy organization focused on infusing skills needed for the modern workforce into contemporary education. Employers and youth alumni of First Jobs Academy reviewed each of these competencies and verified that youth need a basic level of mastery in these four areas to successfully enter the world of work. Specific knowledge, skills, and abilities to be targeted in the curriculum were identified within each area by employers, youth, and community providers.

## Ordering the Sessions

This curriculum is intended to be modular, meaning that the facilitator may arrange the order of the sessions and modules according to the needs of the group, scheduling concerns, or other reasons. In general, sessions within a module should be offered sequentially for continuity of learning.

## Being Socratic<sup>1</sup>

It is important to be Socratic in your methods to effectively work with youth in the training context. The facilitator teaches by asking questions and eliciting information from the youth, rather than by lecturing or explaining. Although every effort is made in this curriculum to present material using interactive methods, it can be easy to fall into the trap of “lecturing” rather than “coaching” or “teaching.” If the facilitator finds him/herself talking “at” the youth too much, he/she is generally not being Socratic. Rather than explaining the material in the facilitator’s own words, strive to elicit information from the youth using guiding questions.

For example, rather than saying:

*“You should always dress appropriately for work,”*

say

*“How should you dress for work?” or “What happens when people show up to work dressed inappropriately?”*

This may feel burdensome and tiring at first, but it is much more engaging for the youth and results in greater knowledge retention and skill acquisition.

## Cultural Competency

Every group of youth will differ in their personal experiences, living situation, socio-economic demographic, ethnicity, race, and gender, among other variables. In recognition of the diversity of the youth that will receive this training, we have avoided being overly prescriptive with trainer directions. The scripts provided are merely examples. Facilitators should adjust the delivery methods and scripts according to the unique cultural needs of the group. However, fidelity to the training model should be



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<sup>1</sup> Chorpita, B. F. & Weisz, J. R. (2008). MATCH-ADTC Therapist Manual.

maintained by ensuring that each of the learning objectives is addressed, at minimum. We welcome feedback on any cultural adaptations made to the training.

## Icon Key

The trainer guide contains icons to visually identify new sections for easy reference by the facilitator.

 = New Section/Content	 = Break	 = Q & A, Wrap-Up
 = Activity	 = Feedback	

# First Jobs Academy

## Youth Work Readiness Training

### Module 1: Teambuilding

#### Competencies and Objectives

##### **Competencies:<sup>2</sup>**

*Communication:* Articulates thoughts and ideas clearly and effectively; demonstrates public speaking skills; writes work-related materials clearly and effectively.

*Critical Thinking & Problem-Solving:* Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems.

*Professionalism:* Demonstrates personal accountability and effective work habits, such as punctuality, working productively with others toward a goal, and time and workload management.

*Teamwork & Collaboration:* Builds productive and professional working relationships with colleagues, supervisors, and customers; able to work with diverse teams; able to negotiate and manage conflict in the workplace.

##### **Learning Objectives:**

Communication  Professionalism	<ul style="list-style-type: none"> <li>• Develops and clearly articulates a short-term employment goal they plan to achieve over the summer through First Jobs Academy.</li> <li>• Describes positive and negative communication strategies.</li> </ul>
Problem-Solving	<ul style="list-style-type: none"> <li>• Identifies at least three problem-solving methods used during session activities when prompted.</li> </ul>
Teamwork & Collaboration	<ul style="list-style-type: none"> <li>• Displays teamwork with their fellow colleagues by participating in four group activities during the session.</li> <li>• Identifies at least three qualities of an effective team when prompted.</li> <li>• Collectively defines the working norms of the training group and establishes consensus on the accepted norms.</li> </ul>

<sup>2</sup> The Conference Board, the Partnership for 21<sup>st</sup> Century Skills, Corporate Voices for Working Families, and the Society for Human Resources Management (2006). *Are They Really Ready to Work?* (ISBN No. 0-8237-0888-8). New York: Authors.

## **Session 1**

*Developed by Shaun Taudvin, Casey Family Services*

Time: 2 hours, 30 minutes, including one 15-minute break

### **Materials**

- Markers
- Flipcharts and markers, easel if needed
- 4-6 soft “koosh” balls
- Digital timer
- Small paper plates
- Cotton balls
- Straws
- Small paper cups
- Snacks and water

### **Main Steps**



#### ***Welcome, Introductions, & Settling-In***

Set up chairs in a circle. Welcome youth as they arrive. Ask them to sign in and choose a seat. Review “housekeeping items” and review the agenda for this session. Reviewing basic “ground rules” for the training may be done at this time. For example, cell phones off except during breaks, call ahead if you will be late to training, et cetera.

Do not have youth wear nametags; they will be asked to learn their colleagues’ names without nametags during the following activity. Explain that the goal of this session is to have fun (work can be fun!), get to know their First Jobs Academy “colleagues”, and talk about goals they would like to achieve over the summer.

Ask youth to introduce themselves and name one positive thing about him/herself. This begins the training in a strengths-based format. The next youth should first state the name of all of the youth who went before them to encourage youth to pay attention to one another, recall names, and interact with each other.

Ask the group:

*“Do you think teamwork is important in the workplace? How so or why not?”*

*“What is the goal for this team?”*

Facilitate a brief discussion.



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**Activity: Group Juggle Name Game**

*Materials: Koosh ball*

Gather youth in a circle and have them toss a koosh ball to each other one at a time until everyone has caught it. They should state the name of the person they are throwing to as they throw. Recalling the order of throws and catches, the group tries to recreate the pattern of throws until they get it right.

After the activity, debrief:

- Did leaders emerge?
- What did the leader(s) do that showed they were leading?
- Did everyone who had an idea get heard, or did certain voices dominate?
- Did they use teamwork and communication? How?

Parallel the skills used in this activity to those in the workplace. For instance, maintaining eye contact with the person they are throwing to helps to make the connection and good eye contact is a sign of good communication in the workplace. Ask the group to identify ways that they used problem-solving. If a problem came up at work, how could they use communication and teamwork to address it?



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**Activity: Group Contract**

*Materials: Flipchart paper and markers*

This activity sets the groundwork for mutual respect and expectations about appropriate behavior within the group.

Ask youth, “What makes a team work well together?” Draw an outline of a large person on a piece of flipchart paper. Ask each youth to come up and write down anything that helps them feel safe in a group (e.g. Respect, Ask questions – don’t assume) on the **inside** of the person and anything that makes them feel unsafe or unhappy in a group (e.g., name-calling, rude behavior, interrupting, disrespectful comments) on the **outside** of the person.

Once all youth have had a turn, note any common themes in responses. The group can now be asked to agree to model the things inside of the person so that everyone feels welcome and safe to participate fully, while avoiding and not allowing the things on the outside of the person. Guide the group toward establishing consensus on their expectations and negotiate changes if needed. This “contract” can be posted at all trainings to remind the group what everyone needs to succeed.

This activity can take some time, but is very useful in defining group norms and expectations. The group also practices establishing consensus. Youth set personal boundaries and explain safety in their own terms through this activity. This is especially important in groups of youth who have experienced trauma, such as youth in the child welfare system.





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### **Activity: Warp Speed**

*Materials: Koosh ball and timer*

This activity can be conducted outside but can also work in a large indoor space, such as a gym or a large classroom cleared of furniture.

This activity requires creativity and teamwork. Using one of the koosh balls, instruct the group to see how quickly they can pass the ball to everyone in the group. The only rule is that everyone has to touch the ball, each person can touch the ball only once, and the last person to hold it must be the facilitator.

Start the timer as soon as the ball is touched by the first person and stop it when it returns to the facilitator. Time the first attempt and praise the result, whatever it is. Challenge the group to improve their time. Allow for problem-solving, planning, additional attempts, and more planning, providing ample praise and encouragement along the way. The group may ask how fast this has been done in the past. Most groups of 20 people or less can do this in less than one second. Encourage creativity and “out of the box” thinking. Continue until the group attains the elusive "warp speed" or until interest wanes.

Debrief questions:

- What went well?
- How did the team use problem-solving, communication and collaboration?
- What might the team do differently next time?



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### ***BREAK (15 minutes)***



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### **Activity: Tower Construction**

*Materials: Paper plates, paper cups, straws, cotton balls, tape, and a marker*

This collaborative and problem-solving activity is a good tool to get youth to interact and work together. It is also quiet, allowing for the activity level to decrease following the physical nature of the previous activity.

Group four or five youth per table. At each table, place some paper plates, paper cups, straws, cotton balls, tape, and a marker.

Provide the following scenario: Your manager asked your team to design a new tower for their headquarters. Each team must work together to build a model of their proposed tower and present it

to the larger group. The only guidelines are that the team must use all of the materials on the table and everyone on the team must participate. Provide 15 minutes to complete the activity.

Ask each team to present their tower to the other teams and “sell” their plan by explaining why their design should be chosen by the manager. After each team’s presentation, ask the other teams to provide feedback on the presenting team’s professionalism during their presentation and their level of teamwork. After all teams have presented, debrief:

- Was hard to construct a tower using the given materials?
- Did their team try something that did not work? Parallel this to the trial-and-error approach we all use to learn new things.
- How well did each team team communicate? Did everyone participate? Did leaders and followers emerge in the group?



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### **Activity: Goal-Setting**

Ask each youth to name one thing they would like to accomplish in First Jobs Academy this summer. Record on flipchart paper.

Draw a large bulls-eye on flipchart paper, with the center marked 100% and each subsequent ring marked with lower percentages and so forth. Have each youth step forward and mark on the chart with a star and their name their level of confidence in their ability to meet their stated goal this summer. Having youth come up in small groups is much faster than doing this one at a time.

Ask the youth why they marked themselves where they did, eliciting statements about their level of confidence. Follow-up with the question, "How committed are you to doing your very best and meeting your goals?"



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### **Debrief of the Day**

Spend time talking with the group about their experiences in this session.

**Example script:** *Thinking about our time together today:*

- *What did we accomplish as a group? Individually?*
- *Ask individual youth to talk about what they thought about their level of participation in the session. Were they happy with their participation? What might they change about their participation next time?*
- *Did we respect the group contract? If not, what happened and how can we improve next time?*



**Q & A** The Director of First Jobs Academy checks in with the youth, asking if they have any questions about the training program and/or their summer jobs.



***Plus/Delta***

Ask youth what they liked about today's session ("plus") and what they think needs improvement ("delta"). Record responses on flipchart paper. Explain that they will repeat this process at the end of each session. Stress that their feedback is very important and will help improve the program.

# Module 2: Dollars & Sense – Financial Literacy Training

## Competencies and Objectives

### Competencies:<sup>3</sup>

*Communication:* Articulates thoughts and ideas clearly and effectively; demonstrates public speaking skills; writes work-related materials clearly and effectively.

*Critical Thinking & Problem-Solving:* Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems.

*Professionalism:* Demonstrates personal accountability and effective work habits, such as punctuality, working productively with others toward a goal, and time and workload management.

*Teamwork & Collaboration:* Builds productive and professional working relationships with colleagues, supervisors, and customers; able to work with diverse teams; able to negotiate and manage conflict in the workplace.

### Learning Objectives:

Professionalism	<ul style="list-style-type: none"><li>• Develops a savings plan that includes at least one short- and long-term goal.</li><li>• Constructs a basic budget.</li><li>• Completes W-2 and W-4 tax forms.</li></ul>
Problem-Solving	<ul style="list-style-type: none"><li>• Defines wants versus needs in terms of spending.</li><li>• Explains the SMART process of goal-setting, and demonstrate their understanding by applying the concept to a given scenario and to a personal goal.</li><li>• Identifies components of a paystub, including taxes and deductions when prompted.</li></ul>

**Facilitator Note:** Each session in this module is conducted in two small groups of 5-8 youth each. Groups will “rotate” to a new topic in a different room with a different facilitator approximately every 20 minutes. One or two facilitators are required to facilitate each of the small groups simultaneously, although additional adult “helpers” are helpful for classroom management and to provide extra support to youth who may need help completing exercises. These “rotations” are designed to integrate movement into the session. Youth feedback consistently confirms that use of movement and different facilitators are valuable methods to help maintain attention and interest.

<sup>3</sup> Definitions from “Are They Really Ready to Work?”

# **Session 1: Introduction to Money Matters**

Developed by Jobs for Maine's Graduates ([www.jmg.org](http://www.jmg.org)) based on Opportunity Passport™ Financial Literacy Curriculum (available at [www.jimcaseyyouth.org](http://www.jimcaseyyouth.org)).

Time: 2 hours, 30 minutes, including one 15-minute break

## **Materials**

- Nametags
- Markers
- Laptop/computer
- LCD projector
- Internet access
- Bulletin board, chalkboard, or whiteboard
- Index cards or sticky notes
- Strips of paper in four colors, one of which should be green
- Small/medium size container
- Handouts: What's Your Money Style, SMART Goals, Elena's Budget, Revised Budget Sheet, Budget Scenario, The Life Cycle of Earning

## **Main Steps**



### ***Welcome and Introductions***

Provide youth with a nametag as they arrive. Welcome youth and introduce yourself.

**Icebreaker activity:** Choose an activity that causes the students to break into two groups. They will remain in their group for the rest of the session.

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### ***Purpose of the Session***

Explain the purpose of today's training. Ask youth, "Why is it important to know about budgeting and saving before you start working?" Having basic financial knowledge and skills will help youth make informed decisions with the money they are about to begin earning. Briefly review the agenda for the session.

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### ***Rotation 1: What's Your Money Style?***

*Handout: What's Your Money Style?*

*Materials: Strips of paper in four colors; one of the colors should be green.*

**Objective:** Knowing your money style is important to creating a budget; knowing which areas need improvement leads to budget success.

Place one color of the strips of paper in each of the four corners of the room. Facilitator reads “What’s Your Money Style” questions. Four answer choices are provided for each question (A-D). Instruct youth to go to the corner of the room (mark corners A-D) that is ‘true’ for them (the corner that corresponds with their answer choice, A-D), and pick up a colored slip of paper (4 different colors, see below):

*Example:* Answer A = red

Answer B = pink

Answer C = white

Answer D = green (*color of money*)

After all of the questions are read and youth have collected all of their strips of paper, tally their scores. Their money “style” corresponds with the color of the majority of their strips of paper.

- **Green** strips (“D” answers) indicate the best money choices.
- **Red** strips indicate, “I don’t like money and I don’t have it.”
- **Pink** strips indicate, “I worry a lot about money but don’t have any.”
- White strips indicate, “I have a plan for my money but I don’t have a lot of it.”
- A mixture of strips does not indicate anything in particular, other than a balanced or ambivalent view toward money.



**Activity: Wants vs. Needs Matching**

*Materials:* Bulletin board, chalkboard, or whiteboard; Index cards or sticky notes.

**Objective:** Understanding the difference between Wants and Needs; Wants are typically what sabotage a budget!

Divide a bulletin board, chalkboard, or flipcharts into three sections labeled “Wants,” “Needs,” and “It Depends.” Label index cards or sticky notes with names of various items, such as shoes and school supplies.

Give each youth six to nine of the sticky notes and ask them to categorize each item by placing it in a section according to whether it is a “want”, a “need”, or “it depends” in terms of spending. Once all of the items are categorized, discuss decision-making about spending according to wants versus needs. Define wants and needs, and ask for examples. Spending can often “depend” on an individual’s life circumstances. For example, someone who does not own a car does not “need” auto insurance but a pet may be a “need” for someone who is visually impaired. Ask youth why they made their particular choices and ask for the group’s opinion. If possible, leave the wants and needs posted for entire session and re-post for session two, as they can be useful in budget exercise.



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## **Rotation 2: Setting SMART Goals & the Life Cycle of Earning**

### **Part I: Setting SMART Goals**



#### **Activity: SMART Goal-Setting**

*Handout: SMART Goals Handout*

*Materials: Whiteboard or chalkboard, a container, needs and wants written on pieces of paper*

**Objective:** Youth will understand and practice the concept of the SMART goal-setting model.

Each youth draws a piece of paper out of a container. Each piece of paper should have a want or a need written on it that is consistent with what a youth would want or need. Youth will then write a goal that will get them the need or want they selected. When everyone has their goal written down, the facilitator writes “SMART” vertically on the board.

For each letter, first ask youth what they think it stands for before providing the answer.

**“S”- SPECIFIC.** For example... “I want to spend Spring Break in Florida” **NOT** “I want to go somewhere warm for Spring Break.”

**“M”- MEASURABLE.** For example... “I need \$400 for my share of the gas, hotel room, and food for the week.” **NOT** “I need some money for my trip.”

**“A”- ATTAINABLE.** For example... “I’ll save \$50 dollars a month for the next 8 months.” **NOT** “I will buy Lotto tickets and win enough money to go on my trip.”

**“R”- REALISTIC.** For example... “We plan to drive from Maine to Daytona Beach in about 24 hours using 4 drivers.” **NOT** “We plan on driving from Maine to Florida in about 10 hours.”

**“T”- TIME-BOUND.** For example... “I’ll have the \$400 for my trip by March 1<sup>st</sup>.” **NOT** “I want to have the money saved by early spring.”

Youth re-write their goals using the SMART method with the SMART Goals handout. In groups of two or three, have the youth review their goals to see if they are SMART.

### **Part II: The Life Cycle of Earning**

*Handout: The Life Cycle of Earning*

*Materials: Flipchart and markers*

**Objective:** Understanding the number of years a typical person is employed throughout his/her lifetime and the impact of saving across the lifespan.

Hand out the Life Cycle of Earning handout. On the life ‘clock,’ ask youth to plot the age at which:

- 1) They earned their first dollar
- 2) They expect to be at their adult earning potential (e.g., after college graduation, etc.), and

### 3) They expect to retire

Pose the following questions: If he/she had not saved a penny since earning their first dollar, could they “catch up” in their savings in time to have a comfortable retirement? How much money do you think the average person needs at retirement to live comfortably? Guide the discussion to the following conclusion: Years of no saving = fewer dollars later in life. Provide a brief introduction to the benefits of saving over time (e.g., the more time for saving, the better; the impact of compounding savings).

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**BREAK (15 minutes)**

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### **Rotation 3: Budgeting, Part I**

Explain the concept and purpose of a basic budget. Explain income versus expenditures (“money in” versus “money out”).



**Activity:** Elena’s budget

*Handouts: Elena’s Budget Handout, Revised Budget Sheet*

**Objective:** Identify common budget mistakes; understand that budgeting means understanding your income and expenses and having a plan.

Read the scenario and ask youth for possible solutions to Elena’s budget issue (she is not saving; wants her own apartment within a year). Divide youth into pairs or small groups. In order to meet Elena’s goal, groups work together to identify possible changes to Elena’s budget. Each small group then reports out to large group. Distribute and discuss the revised budget handout.



**Activity:** Creating a Budget

*Handout: Budget scenario*

*Materials: Poster-size blank budget sheet, Post-It notes, instruction sheet*

**Objective:** Understanding that budgeting is about choices, reinforcement of wants vs. needs, and preparation for creating their own budgets.

Youth should stay in their groups of two or three. Provide a scenario for this budgeting exercise.

*Example:* This is Joe’s budget; he wants to take a computer course in September that costs \$350.

Youth MUST choose one item from every “needs” category. Choices must be made about which “wants” items the budget will allow. Youth use sticky notes to attach selected budget items to the poster (as opposed to writing directly on the poster). Only the income amount is predetermined. Small group reports out to larger group on their solution.





#### **Rotation 4: Finance “Game Show”**

*Equipment: Internet access, computer, LCD projector*

<http://www.practicalmoneyskills.com/>

Play this interactive web-based financial skills game. If the group is large, two groups can compete. Award small prizes.

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#### **Wrap-Up (15 minutes)**

- **Questions & Answers**
- **Revisit Group Expectations:** Reference the group expectations flipchart created in the first session. Ask the youth if the group met the expectations today. If not, how can the group improve?
- If youth are eligible for an Opportunity Passport™ matched savings account (must be linked to a Jim Casey Youth Opportunities Initiative site: [www.jimcaseyouth.org](http://www.jimcaseyouth.org)), provide each with a manual.
- **Plus / Delta**

## **Session 2: Where Will My Money Go?**

*Developed by Jobs for Maine's Graduates ([www.jmq.org](http://www.jmq.org)) based on Opportunity Passport™ Financial Literacy Curriculum ([www.jimcaseyyouth.org](http://www.jimcaseyyouth.org)).*

Time: 2 hours, 30 minutes, including one 15-minute break

### **Materials:**

- Nametags
- Markers
- Laptop/Computer with internet access
- LCD projector
- Calculators
- Handouts: Example pay stub, blank W-2 and W-4 forms (can be downloaded from [www.irs.gov](http://www.irs.gov)), blank budget handouts

### **Main Steps**



#### ***Welcome & Icebreaker***

Welcome youth. Conduct icebreaker activity: **“If I had \$1,000, I would...”** Ask each youth what they would do with \$1,000 right now. Would they save it or spend it? How / for what?

Divide youth into 2 groups for rotations (*different groups from Session 1, as much as possible*).



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#### ***Rotation 1: What's Going on With My Paycheck?***

##### **Part I: Understanding My Paycheck**

*Handout: Example pay stub*

Objective: Understand standard deductions and taxes on a typical pay stub to prepare youth for interpreting their paycheck. Understand the difference between “gross” and “net” pay.

If possible, display the example pay stub on screen. Explain how to read a pay stub; discuss what types of things and programs are possible and paid for because of income taxes; explain Social Security deductions and other state/federal payroll deductions. If possible, share basic income information on a few famous athletes, celebrities, etc. and estimate their income taxes.

## Part II: Payroll Forms

*Materials: Computer, internet, projector*

Review **Module 1** from the “Understanding Taxes” student webpage on the IRS website (<http://www.irs.gov/app/understandingTaxes/student/index.jsp>). This page explains how to complete a W-4 form.



### **Activity: Practice Payroll Forms**

*Handouts: Blank W-2/W-4 forms*

Have youth complete mock W-2 and W-4 forms. Circulate amongst the group and provide assistance as needed.

Reconvene the group. Complete Activity 1 (Form W-4) from Lesson 2 (Theme 6) on the Why’s of Taxes section of the same website (<http://www.irs.gov/app/understandingTaxes/student/activities.jsp>).

Answer questions as a group and review answers.

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### **Rotation 2: My Summer Budget**

*Materials: Blank budget sheets, calculators*

**Objective:** Construct a written budget for a specified period of time, setting a specific savings goal.

Youth calculate his/her net pay each work based on their hourly wage (if they do not know their wage, have them base estimate on the minimum wage). Refer back to the earlier discussion on payroll taxes as needed. Youth complete their personal budget using their own income and expense information. Provide reminders on things often overlooked in budgeting, such as gifts for others, pet expenses, day to day vending machine spending, etc.

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### **BREAK (15 minutes)**

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### **Rotation 4: The Opportunity Passport Account [IF APPLICABLE, for Opportunity Passport™ eligible youth only in Jim Casey Youth Opportunities sites ([www.jimcaseyyouth.org](http://www.jimcaseyyouth.org))]**

*Materials: Opportunity Passport™ workbooks and PowerPoint slides, computer, LCD projector.*

**Objective:** Youth are fully trained in basic financial literacy according to guidelines of the Opportunity Passport™ program and are ready to open matched savings account

Review Chapter 6 in Opportunity Passport™ workbooks and display accompanying PowerPoint slides.

Review expectations of the matched savings account, the requirements for opening an account – especially picture identification, assets that qualify for a match, bank/check processing logistics, and the next steps to open an account.

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### Wrap-Up

- **Questions & Answers**
- **Homework:** Make appointment to open Opportunity Passport™ account (*if applicable*).
- **Revisit Group Expectations:** Reference the group expectations flipchart created in the first session. Ask the youth if the group met the expectations today. If not, how can the group improve?
- **Plus / Delta**

# First Jobs Academy

## Youth Work Readiness Training

### Module 3: Healthy ME

#### Competencies and Objectives

##### **Competencies:<sup>4</sup>**

*Communication:* Articulates thoughts and ideas clearly and effectively; demonstrates public speaking skills; writes work-related materials clearly and effectively.

*Critical Thinking & Problem-Solving:* Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems.

*Professionalism:* Demonstrates personal accountability and effective work habits, such as punctuality, working productively with others toward a goal, and time and workload management.

*Teamwork & Collaboration:* Builds productive and professional working relationships with colleagues, supervisors, and customers; able to work with diverse teams; able to negotiate and manage conflict in the workplace.

##### **Learning Objectives:**

Professionalism	<ul style="list-style-type: none"> <li>• Understands personal hygiene practices appropriate to the workplace.</li> <li>• Based on results of Healthy Habits Test, identifies at least one healthy habit they will focus on to ensure they are physically and mentally prepared for work.</li> </ul>
Problem-Solving	<ul style="list-style-type: none"> <li>• Identifies 1-2 triggers for stress and two stress management techniques they can use to manage stress.</li> <li>• Summarizes the impact of personal wellness on work performance.</li> <li>• Explains how sleep deprivation can affect work performance when prompted.</li> <li>• Identifies the steps to set up a healthy sleep environment when prompted.</li> <li>• Creates at least one personal health and wellness goal using the SMART method.</li> </ul>

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<sup>4</sup> Definitions from “Are They Really Ready to Work?”

# **Session 1: Healthy Body / Healthy Mind**

*Developed with Rob Menezes, Hannaford Bros.*

Time: 2 hours, 30 minutes, including one 15-minute break

## **Materials**

- Flipcharts and markers, easel if needed
- Construction paper
- Markers
- Group expectation poster
- Computer with internet access
- LCD projector
- “Healthy ME” PowerPoint slides
- Handouts: USDA Food Pyramid (Available at: [www.mypyramid.gov](http://www.mypyramid.gov)), Tips for Healthy Eating On the Job, Creating a Healthy Sleep Environment, My Stress Triggers
- Snacks and water

## **Main Steps**



### ***Welcome & Introductions***

As youth arrive, provide each with construction paper and markers to construct name tents or use nametags.

Introduce yourself and describe the business you represent (if employer). Briefly describe your first job and something you learned in that job that you continue to use in your career.

Ask the youth to introduce themselves with their name, where they are working, and their favorite food item.



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### ***Purpose of today’s training***

Show Slide 1

***Example script:*** *Today’s training is called “Healthy ME.” Based on the title, what do you think we will be talking about and learning in these sessions? The purpose of these sessions will be to learn basic health and wellness habits that can easily be incorporated into our daily lives, but also impact our work life. We’ll also hear about the consequences of alcohol, drug, and substance use on the ability to work.*



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## **The Impact of Health on Work**

Show Slides 2-3

Ask youth, “How does health and wellness play a part in successful employment?” Facilitate a brief discussion around the impact health has on the workplace. Brainstorm the impact of calling in sick on co-workers, supervisors, customers, and businesses. Emphasize that it is perfectly acceptable to be sick every now and then, this is part of being human. However, if we can prevent illness and avoid bringing it into the workplace, it helps us, our colleagues, our customers, and our businesses.

The following steps can be taken to ensure that we are happy, healthy, and productive employees:

- Nutrition (eating right)
- Hygiene (looking good)
- Proper rest and rejuvenation (getting enough sleep)
- Mental well-being (dealing with stress)
- Organization and planning
- Good judgment and decision-making



### **Activity: The Healthy Habit Quiz**

(Available at: [http://www.acsu.buffalo.edu/~drstall/healthy\\_habit\\_test.html](http://www.acsu.buffalo.edu/~drstall/healthy_habit_test.html))

*Handout: The Healthy Habit Test* (Developed by John Cavendish, EdD, Assistant Professor of Health Education, West Virginia University, Morgantown, WV)

Show Slides 4-6

Pass out the Healthy Habit Test and allow 10-15 minutes to complete. Stress that this test is not a medical tool and should not be used to diagnose any type of health condition. Rather, this test will give youth a sense of some areas they could focus on to improve their health habits. When everyone is finished, have youth tally up their scores.

### **Scoring key:**

- A score of **40 to 50** indicates a healthier-than-average lifestyle.
- A score of **25 to 39** indicates an average lifestyle.
- A score of **0 to 24** indicates a below-average lifestyle (and need for overall improvement).
- A score of **less than 3 in any one area** indicates a need for improvement in that particular area.

Discuss results. In what areas are youth doing well? What areas do youth need to work on? Ask each youth to identify one healthy habit they will focus on to make sure they are physically and mentally prepared for work and have them write down their goal on their test.



## Healthy Habits: Nutrition – You Are What You Eat

**Facilitator note:** The content regarding nutrition is best delivered with the support of a professional nutrition counselor or registered dietician due to the technical and sensitive nature of the topic. Be especially aware of the messages that young women in the group hear and put forth around nutrition and eating. If you have any serious concerns about a youth’s eating habits, speak with the First Jobs Academy Advisor who will address this with the family and DHHS (as appropriate).

Resources:

- University of Maine Cooperative Extension Eat Well Nutrition Education program: Offers nutrition education to groups. Contact: [www.umext.maine.edu](http://www.umext.maine.edu), (207) 581.3109. Other state universities have cooperative extension programs. Contact your state university system for more information.
- Hannaford (Maine & Massachusetts): The Hannaford nutrition specialists may be available to speak to the group. Their Guiding Stars program is an easy method to learn and reinforce healthy eating. Contact: First Jobs Academy Hannaford Liaison or go to: [http://www.hannaford.com/Contents/Healthy\\_Living](http://www.hannaford.com/Contents/Healthy_Living)
- The U.S. Department of Agriculture and Food & Drug Administration have a number of online resources, assessments, and tools specific to teens. Go to: [www.mypyramid.gov](http://www.mypyramid.gov), [www.health.gov/PAGuidelines](http://www.health.gov/PAGuidelines)

If a professional nutritional consultant cannot be engaged, another handy resource is the “Rate What You Ate: Using the MyPyramid Menu Planner” curriculum guide. These lesson plans are geared toward students and use the MyPyramid menu planning / nutritional assessment tool to provide youth with practical tools for the development of a healthy nutritional lifestyle. This method uses web-based, interactive media that are appealing to youth. The curriculum plan includes three lessons, but these could be collapsed into one long session or carried over into another Healthy ME session if needed.

Show Slides 7-12 (Source: Hannaford Wellness Department, Brighter Days Program)

Handouts: MyPyramid - Steps to a Healthy You, Tips for a Healthy Nutrition On the Job

Ask youth, “How can our eating habits impact our ability to work?” Use the following scenarios to help guide the discussion:

- *Mark just started his shift stocking shelves overnight. He was so busy that he didn’t have a chance to eat before work. How do you think he’ll feel tonight? What should he do?*
- *Lisa was feeling a little tired during her shift. She spent her last \$2.50 on a large energy drink during her break. How will she feel in 15 minutes? In two hours? Will her performance at work be affected? Could Lisa have made a better choice?*



During the rest of this section, briefly discuss the following content using one of the resources noted above or with another of your choosing:

- Review Food Pyramid – choosing from the 5 food groups ([www.MyPyramid.gov](http://www.MyPyramid.gov))
- Be realistic in making changes to eating habits. Small, incremental changes are more likely to last.
- Be adventurous. Try new foods.
- Be flexible. Find your own balance in daily food intake and physical activity. Don't stress about one day's choices.
- Be active. Everyday tasks count as exercise, like walking the dog, vacuuming, doing housework, etc. Can youth think of other examples?
- Be safe. Prepare food safely, making sure to wash vegetables, separate raw and cooked food, and keeping hands and surfaces clean.
- Listen to your body – eat when you're hungry, not when you're full.
- Recommended calorie intake
- Recommended levels of physical activity
- Reading nutrition labels

### Feeding Your Emotions

Show Slides 13-16

Discuss “emotional eating.” For many people, eating patterns are influenced by their environment, family, friends, work, social situations (e.g., parties), and stress. Eating can also be influenced by our emotions. Sometimes we eat when we're happy, other times we eat when we're bored, angry, or upset.

Discuss common triggers for emotional eating. What triggers do youth identify with?

- **Anger:** When you are angry with yourself or someone else, you may eat to cover up your feelings.
- **Feeling unappreciated:** You reward yourself with food when you feel that you have done something great at school, work, or home but no one has recognized it.
- **Happiness:** You use food to celebrate when you are happy.
- **Boredom:** You find yourself heading for the kitchen and hunting through the fridge for something to eat when there is nothing to do, nowhere to go, and/or you feel lonely.

Childhood habits can also influence our eating patterns. Many people have comforting or familiar childhood habits that revolved around food, such as a food reward for good behavior, ice cream after special occasions, or going out to eat to celebrate. These emotional or habitual food “fixes” often stay with us as we grow older and we use them for comfort when we are faced with stress.

How can we cope with emotions using healthier habits?

## Coping Skills

Show Slides 17-18

Review some coping skills to manage emotional eating. Ask youth to select one of these skills that might work for them.

- Eat a balanced diet: Feed your body, not your feelings. Think of food as fuel for your body: what kind of fuel is healthy?
- Exercise
- Finding other sources of comfort, such as a favorite activity, talking to a friend, or taking a walk
- Face your problems: Stop and think about what is moving you to eat before picking up that fork – are you really hungry or are you eating for another reason?



### **BREAK (15 minutes)**

Show Slide 19



### **Healthy Sleep: Your Brain Needs a Break**

Sources: [www.kidshealth.org](http://www.kidshealth.org), Hannaford Wellness Department – Brighter Days Program.

Show Slides 20-27

Like nutrition, sleep plays an important part in our performance at work and school. Our bodies and minds need good, restful sleep to keep us healthy, relaxed, and productive. Well-rested people feel less stressed and more able to deal with everyday challenges than people who do not get enough sleep.

Ask youth, “How much sleep does the average teenager need per night to feel rested?” Answer: 9 or more hours per night.

**Example script:** *Studies show that the sleep patterns of teenagers are very different from those of adults or younger kids. Many people think that teenagers sleep so much because they stay up too late texting or doing homework, or even because they’re “lazy.” These assumptions are wrong.*

*During the teen years, the body’s “circadian rhythm,” which is your body’s internal “clock,” temporarily resets to set a new pattern of sleeping and waking. The new circadian rhythm tells you to fall asleep later and wake up later. Melatonin, a brain hormone for sleep, seems to be produced later at night for teens than it is for adults or kids. Melatonin cues the body to sleep, so if it is produced later at night it can make it harder for teens to fall asleep at a reasonable hour.*

*Teens are also really busy with tight schedules, trying to balance homework, classes, activities, sports, family, and friends. The early start to the school day means that many kids go to school pretty sleepy. Why do you think that is?*

### **Sleep Robbers**

There are a few “sleep robbers” that steal our sleep time by keeping us awake and making it harder for us to fall asleep and stay asleep. Challenge youth to see if any of these sleep robbers sound familiar to them:

- Naps during the day
- Caffeine
- TV and computers
- Cell phones and texting
- Dehydration
- Being too full/Eating too much
- Exercising too close to bedtime
- No exercising enough
- Nicotine
- Medications
- Emotional stress
- Sleep disorders (e.g., sleep apnea)

Ask, “What happens when you don’t get enough sleep?”

- Moodiness – crankiness, feelings of depression or sadness.
- Harder to pay attention
- Reaction time slows – Can have a big impact on sports and work. (Example: A grocery bagger needs quick reflexes and concentration. Check-out times are tracked so stores can be as efficient as possible. If your reaction time is slowed because you didn’t get enough sleep, your customers will take a lot longer to check out.)
- “Drowsy driving” - Less able to drive safely. Over 100,000 accidents are caused every year by tired drivers (National Transportation Safety Board).
- Decreases our immunity – Our bodies need sleep to repair themselves and rejuvenate. It is more difficult to fight off illness when we don’t get enough sleep.

*Handout: Creating a Healthy Sleep Environment.* Review handout and discuss as a group.



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### **Healthy Hygiene: Overcoming the Sweaty Sock Syndrome**

**Facilitator Note:** Although personal hygiene may seem self-explanatory for some adolescents, youth involved in the child welfare system sometimes struggle with personal care. Reactions to trauma and abuse can trigger poor personal hygiene. Learning disabilities and ADHD can also manifest in personal care issues.

Show Slides 28-29

**Example script:** *Personal hygiene and good grooming is another important part of healthy living. We all want to look our best. You don't need designer clothes, bags, or shoes to look good. Simply taking care of your body will go a long way. How to take care of yourself is an important part of your job. Most employers have a basic expectation about personal appearance. Customers will not enjoy coming to a store with stinky employees! Some of what we'll talk about may be obvious, but you may learn some new things or help your colleagues learn by sharing something you know.*



**Activity: “To Smell the Truth” hygiene quiz.**

Show Slides 30-40.

Divide the group into two teams. Have each team choose a “captain” who will be in charge of giving the group’s answers. Give each group a buzzer or bell – something that will make noise, or they can raise their hands to indicate they have the answer. The facilitator reads each of the following questions to the group. It is the captain’s job to make sure the team is in agreement about their answer. When the team is in agreement about their answer, the captain rings the bell or raises their hand. One point is awarded for each correct answer.

**Questions (Facilitator may substitute questions of their own):**

1. How many sweat glands does the human body have? (a) 1,259, (b) 50,600, (c) 2.6 million, (d) Unknown. **Answer:** (c) The average person has 2.6 million sweat glands that are distributed all over their body.
2. How much does the average person’s hair grow in a week? (a) 1/8<sup>th</sup> inch, (b) 1/10<sup>th</sup> inch, (c) ½ inch, (d) 1/16<sup>th</sup> inch. **Answer:** (b) Most people’s hair grows an average of 1/10<sup>th</sup> of an inch per week.
3. The ability for humans and other animals to detect odor is called: (a) Olfaction, (b) Smellification, (c) Regurgitation. **Answer:** (a) Olfaction is the sense of smell.
4. On average, how many bacteria exist in the human mouth? (a) 100,000, (b) 10 million, (c) 6 billion. **Answer:** (c) The average person has 6 billion bacteria in their mouth at any one time, which is more than the current population of the Earth.
5. True or False: Eating greasy food and chocolate can cause acne. **Answer:** False. Bacteria cause acne.
6. In which direction should you move your razor while shaving? (a) Against the grain, (b) With the grain, (c) Across the grain. **Answer:** (b) Shaving with the grain means shaving in the direction of how the hair grows. Shaving against the grain can cause redness, razor burn, and ingrown hair (ouch!).
7. True or False: Using makeup may be hazardous to your health. **Answer:** True, depending on the quality of the makeup. Some makeup contains a host of ingredients that would be more at home in a test tube than on your face. Coal tar colors, phenylenediamine, benzene, and formaldehyde are just a few of the synthetic chemicals commonly found in shampoos, skin creams, and makeup. These toxins are absorbed in your skin with every use.
8. True or False: It is okay to wear the same clothes several days in a row. **Answer:** False. The general rule of thumb is if you sweat in it, wash it! If you get something on your clothes that you can’t get off, wash them! If it smells, wash it! When in doubt, don’t wear it, wash it!

9. Foot odor is caused by (a) Sweat, (b) Bacteria, (c) Dirty socks and shoes, (d) All of the above. **Answer:** (d) All of the above. Smelly feet are due to bacteria that feed on sweat.
10. What is the total length of the longest fingernails on record? (a) 28 feet, 4.5 inches, (b) 12 feet, 7.25 inches, (c) 34 feet, 1.75 inches. **Answer:** (a) Lee Redmond (USA), who has not cut her nails since 1979, has grown her nails to reach a total length of 28 feet, 4.5 inches (as of 2008). Her longest nail is her thumbnail, which measures 2 feet, 11 inches.
- 



### **Stress Management**

Show Slides 41-44

Part of having a healthy body is having a healthy mental outlook and perspective. Mental well-being can greatly affect a person's ability to perform at his or her best at work.

Discuss the impact of stress on the body. Brainstorm concrete ways stress that affects health, such as increasing risk for heart disease, stroke, depression, anxiety, and illness. The bad news is that stress can be seriously harmful; the good news is that we can learn to control the impact of stress on our lives. In order to manage our stress, we need to be aware of our "triggers" for stress.



#### **Activity: Stress Triggers**

*Handout: My Stress Triggers*

Ask youth to complete the handout. They should write down a few situations that cause them stress. Next, they should think about how those stressors make them feel. Once they are done, have them get into groups of two or three and share their handout with their peers. Reconvene in the large group and debrief. Normalize stress triggers – we all have them. Stress is common. What might some stress triggers be in the workplace?

*Example responses:*

- Making a mistake (emphasize that a mistake is actually a learning experience!)
- Angry customers
- Making small talk with customers
- Not knowing how to do something

Debrief the feelings and thoughts sections of the handout, writing common responses on flipchart paper. Discuss stress management tools used by the group, listed in the last section of the handout. Note some of the unhealthy ways that some people deal with stress, such as substance use.

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### **Problem-Solving Skills: Why Ask Why?**

Show Slides 45-50

At **Slide 50**, ask for volunteers from the group to offer scenarios in order to practice using the 5 Why's. Divide a piece of flipchart paper into two sections – one labeled *Why?*, and the other labeled *"Because:"* Walk through the 5 Why's process as a group with each volunteer.

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***Activity: Setting a Personal Wellness Goal***

Using the SMART goal-setting method introduced in Module 2, Dollars & Sense, have youth set one personal wellness goal for the summer. Remind youth that their goal should be:

- "S" - SPECIFIC**
- "M" - MEASURABLE**
- "A" - ATTAINABLE**
- "R" - REALISTIC**
- "T" - TIME-BOUND**

Use a practice example if needed to review the concept. Ask youth to share their goal with the class and receive feedback on if the goal is indeed "SMART."

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 If there is time, have a youth substance abuse counselor and a business representative come and speak about the impact of substance abuse on work. This shouldn't be a lecture on drug and alcohol use since youth usually receive plenty of this content through school; rather, the information should be presented as a frank, interactive discussion. The substance abuse counselor could speak to the impact of substances on the ability to focus, work attendance, and general health. The business representative could speak generally about situations at their business in which young employees struggled with substances and the actions the employer has to take in these situations. It is important for youth to understand the policies and practices in the workplace around substance use.



**Wrap-Up**

- **Questions & Answers**
- **Revisit Group Expectations:** Reference the group expectations flipchart created in the first session. Ask the youth if the group met the expectations today. If not, how can the group improve?
- **Plus / Delta**

# First Jobs Academy

## Youth Work Readiness Training

### Module 4: Work Wise

#### Competencies and Objectives

#### **Competencies:<sup>5</sup>**

*Communication:* Articulates thoughts and ideas clearly and effectively; demonstrates public speaking skills; writes work-related materials clearly and effectively.

*Critical Thinking & Problem-Solving:* Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems.

*Professionalism:* Demonstrates personal accountability and effective work habits, such as punctuality, working productively with others toward a goal, and time and workload management.

*Teamwork & Collaboration:* Builds productive and professional working relationships with colleagues, supervisors, and customers; able to work with diverse teams; able to negotiate and manage conflict in the workplace.

#### **Learning Objectives:**

Communication	<ul style="list-style-type: none"> <li>• Identifies good communication and poor communication skills given scenarios, and demonstrates appropriate verbal communication.</li> <li>• Completes a mock job interview with satisfactory performance as assessed by an adult interviewer.</li> <li>• Interprets meaning of nonverbal cues given a demonstration and describes appropriate responses.</li> <li>• Gives and receives feedback in an open and constructive manner.</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Describes the steps in the job search process, including approaching employers, completing job applications, interviewing, and follow-up.</li> <li>• Identifies “good” customer service versus “poor” customer service given a demonstration.</li> <li>• Explains why personal boundaries are important in relation to the workplace.</li> <li>• Understands the role of attitude in the workplace.</li> </ul>

<sup>5</sup> Definitions from “Are They Really Ready to Work?”

	<ul style="list-style-type: none"><li>• Completes a job application.</li><li>• Describes appropriate dress and appearance for their workplace.</li><li>• Explains two ways to appropriately inform an employer about a planned separation from current job.</li></ul>
Problem-Solving	<ul style="list-style-type: none"><li>• Identifies one resource to find job opportunities in their area.</li><li>• Identifies two conflict resolution techniques appropriate to the workplace.</li></ul>



# **Session 1**

*Developed with Tamera Edison, UNUM Corporation*

Time: 2 hours, 30 minutes, including one 15-minute break

## **Materials**

- Flipcharts and markers, easel if needed
- Construction paper
- Markers
- Computer with PowerPoint
- LCD projector
- Screen or blank wall for projection
- Dress for Success PowerPoint slides
- Fish! Sticks DVD w/ TV-DVD player or laptop with video playback capability
- Body Language Index Cards
- Examples of appropriate and inappropriate workplace attire for males and females, including shoes and accessories. *Second-hand stores or thrift shops are good places to purchase clothing at a low price. Some stores may be willing to donate or lend the clothing.*
- Blank job applications for homework
- Snacks and water

## **Main Steps**



### ***Welcome & Introductions***

As youth arrive, provide each with construction paper and markers to construct name tents or provide nametags. Encourage creativity and self-expression.

Introduce yourself and describe the business you represent (if employer). Briefly describe your first job and something you learned in that job that you continue to use in your current job.

Ask the youth to introduce themselves with their name, where they are working, and one thing they would like to learn today. Take notes on the flipchart, and highlight the items that will be covered today. Attempt to address other items as appropriate during the session.



### ***Purpose of today's training***

***Example script:*** *Today starts the section of the training that we call "Work Wise." What do you think we mean by "Work Wise"? What would someone who "works wise" do? (Take responses) Today's session is called "work wise" because after working with many youth in the workplace, we know there are some basic skills kids need to know before walking on the job. Understanding this information and practicing*

these skills will help you succeed at work right off the bat. We'll start off thinking about why you want to work.

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### **Why Work?**

Tell youth that we believe they are participating in the program because they want to work. Ask youth for reasons why they want to work.

- Common responses: Earn money, learn new skills, meet new people, and try new things.



### **Activity: Pros and Cons of work.**

*Materials: Flipchart, markers*

Tape two flipcharts on the wall in an accessible location. Label one “Pro” and one “Con”. Provide markers. Ask youth to come forward and write one or two pros and cons of work on the flipchart papers. Assure the youth it is fine to repeat ideas. After each youth participates, note the most common pros and cons. Are there more pros or cons on the lists? Facilitate a brief discussion about pros and cons of working, concluding with validation that there are indeed advantages and disadvantages of working; ask youth if, after this discussion, the benefits of work outweigh the costs.

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### **Attitude Matters!**

**Film: Fish!Sticks DVD.** This film highlights the impact of attitude on the workplace through a profile of the fishmongers in the Seattle Public Market. You may be able to borrow a copy of the film from your local One-Stop / CareerCenter. You may also order the film at: <http://www.fishphilosophy.com>. After the film, briefly discuss with the group. What did the youth take away from the film? What was the message? Briefly discuss the role of attitude in the workplace and how one person’s attitude can impact the attitude of coworkers and colleagues.

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### **Communication**

Ask youth who they will communicate with at work (e.g., Coworkers, customers, supervisors). What can happen when communication breaks down? Ask for examples of poor communication youth have experienced at school and/or with family or friends. What were the results of these situations? How can poor communication impact the workplace?

**Discussion:** What is communication? Communication can be verbal, nonverbal (“body language”), or both. Discuss how body language is a form of communication.



**Activity: Interpreting Body Language.**

*Materials: Index cards labeled with emotions and/or expressions of body language*

Ask for volunteers. One at a time, have volunteers come to the front of the room and hand them an index card with an expression of emotion or body language pictured and/or written on it. For example, “scowl”, “annoyed”, “sad”, “frustrated”, and “angry.” Ask the group to name the emotion(s) that are expressed through each example. What about the person’s body language indicates that emotion or state of being?

**Example script:** *Can body language be misunderstood? People’s nonverbal communication is often misinterpreted and this can lead to problems in relationships, including working relationships. For example, a new employee sees her supervisor looking in her direction with his arms crossed, not smiling. This could be interpreted as, “my boss doesn’t like me.” What might happen next? How would the employee feel? Could it affect how she interacts with her boss? How could this situation be handled differently?*

**Checking in:** It is important to check in with yourself and others around communication problems.

- Checking in with yourself: Ask yourself, “Is what I am thinking/feeling realistic?” or “Is there another possible explanation for the situation?”
- Checking in with others: If you feel this is truly a misunderstanding, it is ok to “check in” with the other person. What might you say? Suggestions: Use “I” statements (“I feel”, “I think”) rather than “You” statements (“You do \_\_,” “You act \_\_”). Be questioning, not accusatory. Role-play an example with a youth.

**Constructive criticism:**

**Example script:** *One of the most difficult communication situations in the workplace is giving and receiving feedback. This is often called “constructive criticism” in the workplace. Constructive feedback is a very important piece of employee evaluations, which most businesses do regularly for their employees.*

Discuss what does constructive criticism looks like. Constructive criticism is for your improvement and is of mutual benefit to you and the employer. Constructive criticism helps you to be a better employee and get better at your job. Ask youth for examples of times they received constructive and unconstructive criticism. How did they react to it? Was it helpful or hurtful? Discuss giving constructive criticism versus being negative.

**Receiving feedback:** Ask youth how they can positively receive feedback from supervisors or coworkers at work. Provide an example of a situation in which they might receive feedback, such as being late for work. Record responses on a flipchart. Responses to look for: Listen, don’t interrupt; ask questions; ask for examples; ask for opportunity to practice; be open; accept responsibility; respond, don’t react. It is the youth’s choice on how to respond to feedback – positively, negatively, or even ignoring the feedback.



### **Activity: Role-play**

Ask two volunteers to role-play the scenario of a supervisor giving feedback to their employee. Provide a specific scenario to the volunteers to get them started. Perform the role play twice – one with the employee responding negatively and one with the employee responding constructively. Ask the group what the differences were in the two scenarios. How did the supervisor react in each situation? Ask the volunteers how they felt in their roles in each situation and explore how this might play out in the workplace.



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### ***Customer Service***

Communication is an essential piece of customer service. Customer service is a part of every job, from the front-end grocery associate to the CEO of a corporation. Everyone answers to someone.

Ask youth to identify who the customer is at their particular worksite. The customer is whomever you are serving and helping in your job. In some cases, this will be obvious. However, in others it will be more subtle. For example, a youth working in an office file room may not have direct interactions with the company's clients, but they are serving their colleagues who need organized files and accessible documents.



### **Activity: Role-play**

Have youth volunteer to role play examples of good and bad customer service experiences. Provide a scenario to the volunteers, such as a customer asking where to find the eggs in a store. Debrief: What did the "employee" do well? What could have been better?



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### ***BREAK (15 minutes)***

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### ***Maintaining Boundaries at Work***

Communication can sometimes get us into trouble at work, especially if we communicate too much. Maintaining some boundaries about what we communicate, how, and to who is important in the workplace.

Ask youth, "What is a boundary?"

On a flipchart, draw a large circle. This circle represents a boundary. There are certain things that we keep inside the circle, to ourselves, and things that are ok to go on the outside. Ask, "What are some examples of things that go inside the circle/boundary?" Examples: Gossip, very personal information.

Ask, “What are some examples of things that can go outside the circle/boundary?” Examples: Talking with co-workers about the movie you saw this weekend, talking with your supervisor about an upcoming vacation because you are requesting time off in advance. Stress that information personal to YOU should be inside the circle and information okay for others to know should be outside the circle.

Ask youth, “What kinds of boundaries can we have?” Examples: Physical (personal space), social, and emotional. Why is it important to maintain these boundaries?

On flipchart, draw a table. Ask youth, “What information is appropriate to share with others at work? Inappropriate?”

Example:

Appropriate	Inappropriate
During a break, talking with coworkers about what you did that weekend.	Telling coworkers the details of a date you had this weekend while you are bagging groceries for a customer.
Telling your supervisor about any special needs you may have that impact your work. For example, you take medication that can make you drowsy.	Telling your supervisor who you have known a short time your entire family story, including why you were placed in foster care.
Telling your coworkers that you got into college - you are really excited.	Giving your supervisor and/or coworkers access to your MySpace or Facebook page – you have some pictures on your profile taken at a friend’s party that are really personal.



### **Dress for Success**

**Example script:** We’re going to transition from talking about what we say (or not) at work to how we appear at work. Part of presenting as a professional at work is “dressing for success.” Studies show that people draw conclusions about people based strictly on what they see within the first 7 seconds of contact. Like it or not, people often form opinions about other people based on appearance, at least initially. Many worksites have dress codes or uniforms – how many of you will be following a dress code? Dress codes vary from workplace to workplace, depending on the type of business and the culture of the company. What do we mean by “culture”? For example, some companies require very formal dress Mon-Thurs but allow for a “casual Friday.” However, would it be appropriate for an employee to wear

cut-off shorts on “casual Friday”? There are even limits to casual dress at work. Let’s look at some examples.

**Dress for Success PowerPoint slides:** Make slides with pictures of celebrities in work appropriate attire and non-appropriate attire (e.g. P Diddy, Jennifer Lopez, Miley Cyrus). Ask youth to pick out which picture is appropriate for work and which is not. Include examples of makeup and hairstyles for females.

Ask for questions. Youth often ask about body piercings and tattoos. In general, piercings are a personal decision and expression; however, some employers may ask you to remove them at work depending on where they are or for safety concerns. Tattoos are also considered a personal choice, but you may be asked to cover them at work with long sleeves or pants.



### **Activity: What Not to Wear**

*Materials: Clothing*

This is a fun activity that gets the youth moving and interacting to practice what they have learned. Separate youth into small groups by gender. Give each group some clothing representative of their gender, including shoes and accessories. Clothing should include obviously appropriate and inappropriate attire for the general workplace. Ask groups to come up with one outfit that is acceptable for work or an interview and one that is not acceptable. Provide about 10-15 minutes.

Ask groups to display their selections to the group. Identify the appropriate and inappropriate outfits. How could the inappropriate outfit be changed so it is appropriate? If time allows, ask groups about their teamwork during this task. Was there a leader? How did they lead? Did everyone participate? How well did their team work together, or not?



### **Wrap-Up**

- **Questions and Answers**
- **Assign “homework”:** Hand out mock applications. Ask youth to complete the mock application to the best of their ability and bring it to the next session. Inform youth that they will be mock interviewing with an employer at the end of the next Work Wise session (review the exact date and ask youth to write it down). Youth should come to the session dressed as if they were going to an actual interview.
- **Revisit Group Expectations:** Reference the group expectations flipchart created in the first session. Ask the youth if the group met the expectations today. If not, how can the group improve?
- **Plus/Delta**

## **Session 2**

*Developed with Kim St. Pierre, SPHR, Hannaford Bros.*

Time: 2 hours, 30 minutes, including one 15-minute break

### **Materials**

- Flipcharts and markers, easel if needed
- Nametags for youth and mock interviewers
- Markers
- Handouts: Your Dream Job, mock interview suggested feedback
- Snacks and water

**Room set-up:** This session works best when chairs are set in a semi-circle without tables or desks to encourage participation and discussion. For mock interviews, secure enough space so that youth and their interviewer can conduct the interview in an environment that is not distracting.

### **Main Steps**



#### ***Welcome & Introductions***

When everyone has arrived and is seated, approach each youth individually, shake hands, and introduce yourself. Model a firm handshake and good eye contact. Once every youth has been approached, introduce yourself to the group and describe the business you represent (if you are an employer). Ask the youth what they think about your method of introduction. Why do they think you did that? This was an opportunity to practice how we introduce ourselves in the business world. Provide brief, general observations about handshakes and eye contact offered by youth (e.g., some weak handshakes, some really firm or too firm, good eye contact).

Ask the youth to introduce themselves with their name, where they are working, and one thing they would like to learn today. Take notes on a flipchart, highlighting the topics that will be covered today. Attempt to address other items as appropriate during the session.



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#### ***Purpose of today's training***

This session's topics include:

- The job search process, from application to interview
- Choosing the right job for you
- Collecting, filling out and submitting job applications
- The how and why of following-up
- Interviewing skills
- The good, the bad, and the ugly of the job search process

**Example script:** During the previous session of Work Wise, you focused on being at your best on-the-job. Today, we will talk about and practice what you need to know to get the job in the first place. So far, we've been talking about how to keep the job - today, we will focus on how to get the job.



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### **Choosing the Right Job for You**

**Example script:** Raise your hand if you like to shop. Did you know that it is ok to “shop” for a job? Not every job will be right for you. It is good to consider where your strengths could be put to good use. Many youth get a job and then quickly discover they do not like it at all and it was not what they expected. This is okay; trying out new things is a process we all go through. However, you may save yourself (and employers) valuable time and frustration if you consider what you would like to do up front.



#### **Activity: Dream Job.**

Handout: Your Dream Job Handout.

Ask youth to complete Your Dream Job handout in pairs (preferably, pair up with someone they haven't worked with yet). Depending on time, have two or three pairs of youth report out on their partners “dream job.” Ask the group what traits or skills are important for success in their “dream jobs.” Summarize by stating that your first job will not be necessarily tied to your future career. However, it is an opportunity to start testing the waters in the world of work.

**Factors to consider when choosing a job:** Brainstorm the important considerations when determining if a particular job is right for you.

- Transportation: How will I get to work? Do I have a reliable form of transportation?
- Do I have time? What are the hours of the job? Will the hours interfere with school? Will I have enough time for family and friends? For example, retail jobs often require weekend and holiday hours.
- What appeals to me about the job?
- Is this job a good fit with my skills and strengths?
- What are the requirements of the job? Am I up to the tasks?



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### **Job Search Process: Applications**

The first step in the job search is the application process. Think of an application as your first impression on the employer. It is an opportunity to market yourself.

From an employer's perspective, talk about aspects of a “stand-out” application and a lackluster application. What makes an employer pull an application from the pile?

**Approaching the employer:** The initial inquiry for most entry-level jobs occurs in-person or over the phone. During this initial contact, ask about job openings and request an application. Discuss how to



best present in person or over the phone during this initial contact. For example, dressing appropriately and using good phone etiquette (there will be an opportunity to practice phone contacts later in the session). Brainstorm some “do’s” and “don’ts” for approaching employers on flipchart paper.



**Activity: Completing the application.**

Review the mock job applications the youth completed for homework. Have youth pair up and give feedback on their peer’s application. Ask that feedback focus on strengths and uses constructive criticism. They should focus on neatness, clarity, and completeness. Reconvene as a large group. Review blank application section by section so youth understand why questions are asked and can identify appropriate responses.

Review types of applications: Paper, online, and computer kiosk. Online and in-store applications are becoming more common, especially in large retail stores where many applications are submitted.

**Following-Up:** Discuss the importance of following up, when, and how to do so. Ask youth what they think is an acceptable timeframe to follow-up on an application. Generally, one week is an acceptable time to follow-up. Following-up shows enthusiasm for the job and initiative. It may lead the employer to pull your application from the pile and give it a second look. Initial interviews may be scheduled in this follow-up call.

**Social Networking Sites:** Ask youth to raise their hands if they have a Facebook, MySpace, and/or Twitter account. Ask youth to raise their hands if they have ever “Googled” themselves.

Social networking tools like these are a big part of our society. However, youth need to know that many employers routinely “Google” job candidates and sometimes view their Facebook pages. It is important for youth to remember that what is on the Web reflects who they are and can negatively influence an employer, even though what is on your page is part of your personal life. For example, posting negative comments on a boss, colleagues, or former employer can make a new employer reluctant to hire you; they may think you will be a negative person and that you could post similar things about their business. In addition, pictures and/or comments about that could be considered inappropriate (e.g., pictures from a wild party, provocative poses, etc.) could put out the wrong impression. Suggest that youth make sure that their social networking sites/pages are appropriate during their employment search.



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***Job Search Process: The Interview***

**Phone etiquette:** Initial interviews are often scheduled by phone.



**Activity: Mock phone calls**

Ask for a volunteer. Role-play two phone contacts between an employer and a youth – a good example and a poor example. A possible scenario is an employer calling an applicant to schedule an interview.

The facilitator should role play as the youth the first time and then repeat the role plays, switching roles using another youth.

**Do's and Don'ts of the Interview:** Discuss appropriate dress and behavior for the interview, reviewing some of the concepts from the Dress for Success activity in the first Work Wise session. On a flipchart, brainstorm the do's and don'ts of an interview, paying attention to basics such as punctuality, eye contact, and responses to questions. Ask a youth to take the notes on a flipchart, if desired. Be sure to mention boundaries in relation to interview responses. For example, one First Jobs youth disclosed during a mock interview that s/he was attending mental health counseling. While there is nothing at all wrong with attending therapy, this is not an appropriate disclosure for a job interview. Responses should be relevant to the workplace.

Discuss appropriate questions to ask the interviewer during the interview. It is recommended the youth prepare one or two questions for the interviewer because it shows interest and that they are taking the opportunity seriously. Appropriate questions include asking about the training program, opportunities for advancement, and the hours of the job.



### **Activity: Role-Play**

Conduct two mock interviews with a youth, one depicting an interviewee not putting any effort into the interview, and one depicting someone eager to be hired. After the role plays, discuss what the employer might have decided based on each interview. Review the dos and don'ts the youth observed during the interviews.



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### ***Leaving a Job***

Briefly discuss appropriate ways to leave a job. Their first job will most likely not be their lifetime career, so it is inevitable that youth will have to resign from a job.

#### **DO:**

- Provide at least a two-week notice to give the employer time to find a way to cover your job.
- Thank the employer for the opportunity.
- Ask for a reference.
- Ask for feedback on your strengths and opportunities for development.
- Leave an address to send your final paycheck.

#### **DON'T:**

- Leave with no notice to the employer.
- Badmouth other employees, your boss, or the job before you leave.



**BREAK (15 minutes)**

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### **Mock Interviews**


Pair each youth with a community employer for a mock interview. Employers will often gladly volunteer to be the interviewers. Each interview should last about 15 minutes depending on time how many interviewers are available. Youth should be coached to approach this as if it were an actual job interview.

**Facilitator note:** If a youth has a concern that may influence their performance during the interview, brief the interviewer beforehand (without violating confidentiality, of course!) so they have a sense of the issue. However, the interviewer should provide feedback as they would to any other interviewee. For example, a youth with an anxiety disorder may present sweaty and agitated during an interview. Some youth in our experience have over-shared and disclosed their family story or other personal stresses during an interview scenario. If the interviewer is aware of this, s/he can adjust the approach accordingly and not get sidetracked by the issue. In First Jobs Academy, employers are coached not to jump into problem-solving mode if a youth speaks of a challenge they are having at home that is not relevant to the employment situation at hand. Empathic listening and redirecting the conversation back to the task at hand works well in such situations.

You may choose to provide interviewers with suggestions of topics for feedback. A list of these feedback areas that we provide to interviewers is included in the handouts for this module.

If employers cannot be engaged to conduct the mock interviews, you may divide the youth into groups of three. Have the youth interview each other, with the third person observing and providing constructive feedback. Provide each small group with a list of interview questions.

After all the interviews are completed, reconvene the youth and the interviewers in the large group. Ask the interviewers to share some of their general impressions of the strengths they observed in the interviews. Interviewers may also share what they are looking for during an interview and what impresses them.

 If there is time, ask the interviewers/employers to briefly talk about their career path. How did their first job impact their current career?



### *Wrap-Up*

- **Questions and Answers**
- **Revisit Group Expectations:** Reference the group expectations flipchart created in the first session. Ask the youth if the group met the expectations today. If not, how can the group improve?
- **Plus/Delta**

Handouts:  
Dollars & Sense

# Make Money Make Sense - What's Your Money Style?

1. When I will be away from home for the day I
  - a. Order take-out for lunch
  - b. Skip lunch
  - c. Stop at the grocery store for ready-to-eat foods
  - d. Pack a lunch with food I already have at home
  
2. How do you feel about money?
  - a. I don't think about it
  - b. I manage to get by somehow
  - c. I think I should think about it more
  - d. I keep pretty good control
  
3. Saving money is
  - a. Not something I'm interested in
  - b. Really hard to do
  - c. Something I aim for
  - d. The most important thing about money
  
4. What are you doing to save for the future?
  - a. I'm too young to think about that
  - b. I try and save a little every month
  - c. I have a plan and I'm sticking to it
  - d. I save as much as I can for the future
  
5. How often do you borrow money?
  - a. Always
  - b. Sometimes
  - c. Never
  - d. People borrow from me
  
6. When you go shopping, what do you do?
  - a. I buy whatever I want
  - b. I get distracted by too many things to buy
  - c. I stick to my list
  - d. I buy what is cheapest

7. When planning for birthday or holiday gift buying I
  - a. Buy the best gift possible
  - b. Make a choice at the last minute
  - c. Drive to all stores shopping for bargains
  - d. Use the internet and store flyers to find the best deal
  
8. When you feel upset, how does going shopping make you feel?
  - a. Happier
  - b. It takes my mind off things for a while
  - c. I wouldn't go shopping if I was upset
  - d. Spending money makes me feel worse
  
9. What is your financial goal?
  - a. I don't really have one
  - b. To be able to afford whatever I want
  - c. To have enough to enjoy myself
  - d. To save as much as possible
  
10. At the end of each month you:
  - a. Have no idea what you spent
  - b. Have gotten further into debt
  - c. Plan next month's budget
  - d. Have saved for the future

## SETTING SMART GOALS WORKSHEET

*This worksheet will be used in the future if the student chooses not to make a goal map.*

**S**pecific **M**easurable **A**ttainable **R**ealistic **T**ime-bound

**Step #1** Write a SMART goal in the box below.

Example: I would like to lose 5 pounds in the next thirty days.

**Step # 2** Break the goal into at least **4** specific mini goals.

Example:     1. I will eat smaller portions  
               2. I will drink only water  
               3. I will exercise 3 days a week for at least 30 minutes  
               4. I will have only fruit or vegetables for snacks

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Step # 3** List at least **3** barriers to the completion of your goal

Example:     1. I will be tempted to eat junk food  
               2. I will make excuses in order to avoid exercise  
               3. I will not cut back my eating because I'll feel hungry

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Working Through a Budget with Elena: Moving to an Apartment

Elena works 20 hours per week at a hotel near her group home. In addition, she's taking classes to earn her GED. She takes the bus to get to work and to school and has health insurance through Medicaid. Elena doesn't have a checking account, so she has to use a local check casher when she gets her paycheck. On the next page, Elena tracks her income and expenditures to see if she is saving enough to meet her goal.

Elena's SMART goal is to save \$50 each month to rent a \$400 apartment in one year.

**ELENA'S CURRENT MONEY HABITS:  
INCOME AND SPENDING LAST MONTH**

	<b>Amount</b>
<b>MONTHLY INCOME</b>	
Take-home pay	\$375
Other income	\$0
<b>TOTAL MONTHLY INCOME</b>	<b>\$375</b>
<b>MONTHLY EXPENDITURES</b>	
<b>Essentials</b>	
Rent	\$0
Utilities (water, electricity, gas, phone)	\$0
Groceries	\$0
Personal Care (e.g. deodorant, shampoo, etc)	\$50
Essential clothing (including cleaning work uniform)	\$50
Transportation	\$75
School Supplies	\$20
Health Insurance Premium (Medicaid)	\$0
Finance Charges at Check Casher	\$20
Unexpected essential expenses (medical and dental expenses, etc.)	\$50
<b>Total Essential Expenditures</b>	<b>\$265</b>
<b>Non-Essentials</b>	
Entertainment	\$25
Eating out	\$50
Other	\$35
<b>Total Non-Essential Expenditures</b>	<b>\$110</b>
<b>TOTAL MONTHLY EXPENDITURES</b> (TOTAL ESSENTIAL EXPENSES + TOTAL NON-ESSENTIAL EXPENSES)	<b>\$375</b>
<b>CURRENT MONTHLY SAVINGS</b> (TOTAL MONTHLY INCOME - TOTAL MONTHLY EXPENDITURES)	<b>\$0</b>

<b>ELENA'S MONEY HABITS: POSSIBLE WAYS TO INCREASE MONTHLY SAVINGS</b>		
	<b>Amount</b>	<b>Possible Changes?</b>
<b>MONTHLY INCOME</b>		
Take-home pay	\$375	No
Other income	\$0	No
<b>TOTAL MONTHLY INCOME</b>	<b>\$375</b>	<b>No</b>
<b>MONTHLY EXPENDITURES</b>		
<b>Essentials</b>		
Rent	\$0	No
Utilities	\$0	No
Groceries	\$0	No
Personal Care	\$50	No
Essential Clothing	\$50	No
Transportation	\$75	No
School Supplies	\$20	No
Health Insurance Premium	\$0	No
Finance Charges at Check Casher	\$20	Open Checking Account- Save \$20 each month
Unexpected essential expenses	\$50	No
<b>Total Essential Expenditures</b>	<b>\$265</b>	<b>Possible Savings of \$20</b>
<b>Non-Essentials</b>		
Entertainment	\$25	Give up 2 movies each month (\$10 each for total savings of \$20)
Eating out	\$50	Give up drinks from coffee shop (\$1.50 each, 10 times each month for a savings of \$15)
Other	\$35	Give up getting a manicure (\$20) and buying one CD (\$15 each) each month for a savings of \$35
<b>Total Non-Essential Expenditures</b>	<b>\$110</b>	<b>Possible Savings of \$70</b>
<b>TOTAL MONTHLY EXPENDITURES</b>	<b>\$375</b>	<b>Total Possible Savings of \$90</b>

## The scenario:

Angela works part-time (30 hours per week, every week) at a grocery store earning \$8.00 per hour. Her paycheck, after taxes is \$200.00. She is ready to take the big step to living in her own apartment.

Angela's monthly net (after taxes) income per month is: \$\_\_\_\_\_ (hint: \$200 x 4)

## Instructions:

- Create a balanced budget for Angela.
- You must include all the NEEDS categories (some require a choice). Saving is a must!!
- You must determine which WANTS the budget will allow
- Use one Post-it per choice, including item name and price. Attach to correct section of budget poster.
- If you select a FREE choice, make a Post-it for it.

## NEEDS – You must make a choice in each category!

- Saving: \$80/month (No choice...this is a must!!)
- Housing:
  - Choice #1: 1 bedroom apartment \$500/month includes heat & hot water (no roommates)
  - Choice #2: 2 bedroom apartment \$700/month includes heat & hot water. Angela splits the rent 50/50 with one roommate (\$350 each).
- Transportation
  - Choice #1: Angela owns a car. Car payment \$135/month. Insurance \$100/month. Gas \$120/month. Additional costs for oil maintenance and repairs. Total per month: \$355
  - Choice #2: Portland Metro bus pass: \$40/month. (High school and college students can buy a summer pass for \$20)
  - Choice #3: Carpooling to work, Angela pays the driver \$12/week
- Groceries
  - Choice #1: Shop impulsively, without a list or checking sales: \$60/week
  - Choice #2: Check sales, use a list, shop carefully, plan a menu: \$37/week

## WANTS – How many of these will budgeting allow???

- Cell phone:
  - Choice #1: the 'everything' plan: \$90/month
  - Choice #2: unlimited in-network calls, some limits on texting: \$60/month
  - Choice #3: down to basics, some limits on calls, no texting: \$45/month
- Pet expenses, including food, vet visit & shots: \$15/month
- Basic living room furniture:
  - Choice #1: new futon with mattress \$250
  - Choice #2: yard sales & Goodwill store for a room full of used furniture: \$47
- Online access:
  - Choice #1: Basic internet at home: \$30/month
  - Choice #2: Access the internet at the library: FREE
- Haircuts
  - Choice #1: Salon cut \$30
  - Choice #2: Cosmetology school, haircut by students: \$6
- Entertainment:
  - Choice #1: Movie at theater with snacks (twice per month): \$28/month
  - Choice #2: Buy 2 DVDs per month: \$10/month
  - Choice #3: Share NetFlix with roommate \$7/month
- To Angela's good health:
  - Choice #1: Gym membership: \$50/month
  - Choice #2: Jog through the neighborhood or at the high school track: FREE
- Angela signs up as a volunteer: FREE!
- Angela starts her work day with coffee:
  - Choice #1: Dunkin Donuts drive through iced coffee: 5 times per week, \$55/month
  - Choice #2: Get up 15 minutes earlier, make coffee at home: \$7/month
- Pizza delivered to your door on Friday nights: \$25 (\$100/month)

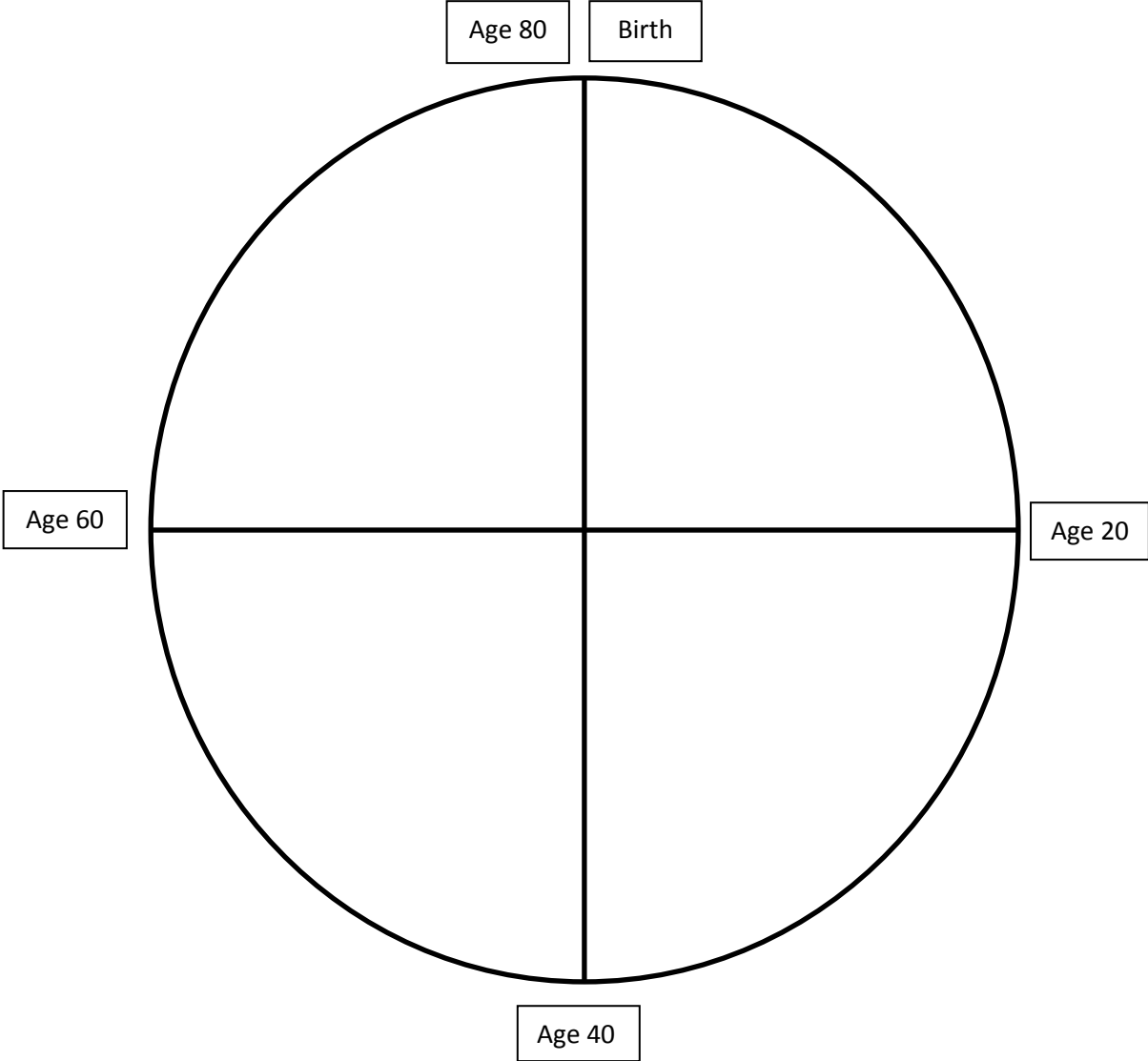
Suggested instructions:

Have youth plot the following points:

1. The age at which they first started earning money
2. The age at which they will reach their full earning potential (typically at the age they earn a degree, certificate, etc.)
3. The age at which they expect to retire

Goal: to attain an understanding of how many years you will earn income; connecting to how many years of saving; and the consequences of doing nothing. Instructor compares his/her own current age, highlighting how many years have already gone by since first earning opportunity.

# Life Cycle of Earning & Saving



## Sample Paycheck Stub

When you have your first paycheck in hand, it may seem like you didn't make as much money as you had expected. Why? Because "deductions" are taken out of your paycheck. These deductions include things such as income tax, Social Security tax, Medicare tax, state or local taxes, and, possibly, the cost of health insurance or other employer-sponsored plans.

Check each pay stub to make sure your deductions are correct. Payroll departments can make mistakes, too. Also, keep your pay stubs so you have them to show proof of earnings.

### *Here are common items you may find on your paycheck stub:*

**Rate:** The hourly rate you are paid.

**Hours:** The number of hours you are being paid for in this pay period. (Most pay periods cover one or two weeks.)

**This Period:** How much you were paid this period.

**Year to Date:** How much you have earned this year.

**Gross Pay:** The total amount you earned before deductions.

**Net Pay:** The total amount you earned after deductions. This is the amount you have to live on each pay period.

### *You may find you've had several of the following deductions subtracted from your gross pay:*

**Federal and State Income Tax:** These are the largest deductions from your paycheck. The money helps pay for the military, roads, schools, police departments, and much more.

**Social Security and Medicare Tax:** This deduction pays for one-half of your Social Security and Medicare benefits; your employer pays the other half. About \$8 out of every \$100 you earn goes to pay these taxes.

**Health Coverage:** The amount you must pay for your plan.

**Life or Disability Insurance:** The amount you pay for insurance. You may be able choose how much coverage you want to have.

**Retirement Plan:** You choose how much to take out and put into your plan.



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## Sample Paycheck Stub

<b>Earnings</b>	<b>Rate</b>	<b>Hours</b>	<b>This Period</b>	<b>Year to Date</b>
Regular	13.02	80	1,041.60	
	<b>Gross Pay</b>		<b>\$1,041.60</b>	\$12,323.81
<b>Deductions</b>	<b>Statutory</b>			
	Federal Income Tax		-82.19	959.85
	Social Security Tax		-64.59	764.08
	Medicare Tax		-15.11	178.70
	State Income Tax		-34.27	402.34
	City Income Tax		-3.14	34.50
<b>Net Pay</b>			<b>\$842.30</b>	\$9,266.07



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# Handouts: Healthy ME




**HEALTHY ME**  
First Jobs Academy Work Readiness Training

2

**HEALTHY ME**

What part does health and wellness play in successful employment?



3

**HEALTHY ME**


- The following are steps we can take to ensure that we are healthy, well, happy and productive employees?
  - Nutrition
  - Hygiene
  - Proper rest and rejuvenation
  - Mental well-being
  - Organization and planning
  - Good judgment and decision making



4

**HEALTHY HABIT QUIZ**

- This quiz was developed by an assistant professor of health education at West Virginia University.
- The goal will be to get a sense of some areas you could focus on to improve your personal health habits.
- This is not a medical tool, and should not be used to diagnose any type of health condition.
- It is a good tool to help initiate good constructive conversations with your healthcare provider.



5

**THE HEALTHY HABIT TEST**

**The Healthy Habit Test**

**Introduction:** This Healthy Habit Test assessment is based on the following questions:

**General Health:**

- 1. How often do you exercise?
- 2. How often do you eat fruits and vegetables?
- 3. How often do you get enough sleep?
- 4. How often do you wash your hands?
- 5. How often do you brush your teeth?
- 6. How often do you drink water?
- 7. How often do you avoid sugary drinks?
- 8. How often do you avoid fast food?
- 9. How often do you avoid alcohol?
- 10. How often do you avoid tobacco?

**Healthy Habits:**

- 11. How often do you eat breakfast?
- 12. How often do you eat lunch?
- 13. How often do you eat dinner?
- 14. How often do you eat a snack?
- 15. How often do you eat a meal?
- 16. How often do you eat a meal?
- 17. How often do you eat a meal?
- 18. How often do you eat a meal?
- 19. How often do you eat a meal?
- 20. How often do you eat a meal?

**Healthy Habits Test Results:**


- 1. Excellent: You are doing very well!
- 2. Good: You are doing well!
- 3. Fair: You need to improve!
- 4. Poor: You need to make changes!
- 5. Very Poor: You need to make major changes!



6


**HEALTHY HABIT RECAP**

What healthy habit will you focus on to ensure you are as physically and mentally prepared for successful employment?



# Healthy Me

NUTRITION




8

## MYPYRAMID.GOV

*\*Source – joint States Department of agriculture*

- MyPyramid.gov offers personalized eating plans and interactive tools to help you plan and assess your food choices based on the Dietary Guidelines for Americans.
- This program was developed as a cooperative effort by:
  - The International Food Information Council
  - The Food Marketing Institute
  - The United States Department of Agriculture Center for Nutrition Policy and Promotion.
- The program helps you develop habits that fit with your personal path to good health.
- The information is free to everyone.
- Visit [www.MyPyramid.gov](http://www.MyPyramid.gov)



9


## IT'S ALL ABOUT YOU!

**Be Realistic**

- Make small changes at first. Then gradually add to them over time. After all, small steps often work better than giant leaps.

**Be Adventurous**

- Expand your tastes to enjoy a variety of foods and physical activity



10


## IT'S ALL ABOUT YOU!

**Be Flexible**

- Go ahead and find your right balance between what you eat and the physical activity you do over several days. No need to worry about just one meal or one day.

**Be Sensible**

- Enjoy the foods you eat, just don't over do it



11

## IT'S ALL ABOUT YOU!

**Be active**

- Walk the dog! Don't just watch the dog walk.

**Be Safe**

- Separate raw, cooked and ready to eat foods when shopping, preparing and storing.
- Wash hands and surfaces often.
- Cook foods to proper temperatures.
- Refrigerate promptly




# Healthy Me

**EAT WHEN YOU'RE HUNGRY, NOT WHEN YOU'RE FULL.**

*\*Source – Hannaford Wellness Department – Brighter Days Program*

Coping skills for everyday life



12

13

## FEEDING YOUR EMOTIONS

- For many people eating patterns can be influenced by their environment such as, their family, friends, work, social settings, and pressures around them.
- Eating can also be influenced by emotions, whether we are happy, sad, bored, angry, or scared.



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## WHAT ARE YOUR TRIGGERS?

### Anger

- *When you are angry at yourself or someone else you may consume food to cover up your feelings.*

### Feeling unappreciated

- *You feel you have done something either at home or at work that is great. However, no one has recognized it. So you reward yourself with food.*



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## WHAT ARE YOUR TRIGGERS?

### Happiness

- *When you are happy most tend to use food to celebrate. Maybe it's a new job or you're on a great vacation. You are feeling fulfilled but have the urge to splurge because you want to celebrate.*

### Boredom

- *There's nothing to do. Nowhere to go. Perhaps you feel lonely too. There's nothing at home to occupy your mind. You keep finding yourself heading for the kitchen, searching through the cupboards.*



16

## CHILDHOOD HABITS

- Many of us have comforting childhood habits that revolved around food. Whether it was a reward of sweets for good behavior, or ice cream for boo-boo fixes, or making your favorite meal to celebrate your successes.
- Little did we know that these emotional fixes would stay with us, as we grew older. These comfort foods may now be sought out when we are faced with times of stress, and there is nothing better than a little escape to something that makes us feel good.



17

## COPING SKILLS

### Eat a balanced diet

- If you're not getting enough calories to meet your energy needs, you may be more likely to dive into foods you don't want to.
- Try to eat at fairly regular times and don't skip breakfast.
- Emphasize whole grains, vegetables and fruits, as well as, low fat dairy products and lean protein sources.
- When you fill up on the basics, you're more likely to feel fuller, longer.

### Exercise

- Instead of unwrapping a candy bar, go for a power-walk or run.
- Just 30 minutes of walking a day (broken up into 3 sessions of 10 minutes each if you need to) and then telling somebody about it after you're done can help.
- It is great for the physical effects but also for the psychological effects. It can also improve your self-esteem.



18

## COPING SKILLS


### Look elsewhere for comfort

- If you think that stress relating to a particular event is nudging you toward a refrigerator, try putting on some, upbeat music and dance, play with your pet, talk with a friend to distract you. Do something enjoyable for you.

### Face your problems

- Whenever you feel the urge to eat, just sit and think about what's driving you to pick up a fork or open the fridge.
- It's okay to cry, it's okay to think. In fact, maybe you can learn from your pain, not make it worse by thinking you can pad it with food.






**BREAK**

Take a 15 minute break. Have a healthy snack or take a short walk.

19

# Healthy Sleep

YOUR BRAIN NEEDS A BREAK



20

21

## SLEEP MORE... STRESS LESS

\*Source Hannaford Wellness Department – Brighter Days Program


- Our bodies, and more importantly our **MINDS**, need **good restful sleep** each night to keep us healthy, relaxed and productive at home and work.
- People who are well-rested report feeling less stressed and more able to handle the day to day challenges than people who are not getting enough sleep. And, science can now prove it.



22

## SLEEP MORE... STRESS LESS

- Like nutrition, sleep plays an important part in our performance at home, school, and work.
- Studies have shown that the sleep patterns of teens are much different than those of adults or young children.
- The brain hormone “Melatonin” is what cues the body to sleep. In teens this hormone is produced later at night making it difficult to fall asleep early.
- Falling asleep later mean waking up early is a lot harder.




23

## SLEEP MORE... STRESS LESS

- How much sleep does the average teenager need per night to feel rested?


**9 hours or more!**



24

## SO WHAT'S KEEPING YOU AWAKE AT NIGHT?


- Surprise! It is not just scary monsters under the bed, or our other worries that keep us up at night. There are actually quite a few “sleep robbers” that steal our sleep time by making it harder for our mind and body to come to rest. See if there are any items that sound familiar!



25

## SLEEP ROBBERS...


- Naps during the day
- Caffeine
- Television
- Dehydration
- Being too full
- Being too hungry
- Exercising too close to bed time
- Not exercising enough
- Nicotine
- Medications
- Emotions
- Sleeping Disorders



26

## SLEEP MORE... STRESS LESS


- What are the repercussions of robbing ourselves of a good night sleep?
  - Moodiness
  - Feelings of depression or sadness
  - Difficulty paying attention
  - Slower reaction time (Drowsy Drivers!)
  - Decreased Immunity



27

## CREATING A HEALTHY SLEEP ENVIRONMENT.


- Routine
- Noise
- Light
- Distractions
- Temperature
- Bed



## Healthy Hygiene

### OVERCOMING THE SWEATY SOCK SYNDROME

Everything the guy who has to work next to you wants you to know about good hygiene




28

29

## HEALTHY HYGIENE

- Proper hygiene and good grooming is another part of a healthy life style. You don't need designer clothes, expensive gels and potent colognes and perfumes to look good. Simply having good hygiene will go a long way.
- Your Hygiene is an important part of your job. Most employers have basic expectations about personal appearance. Employers will not want to hire workers with poor hygiene. Your personal appearance at work is a direct reflection on your employer.
- Some of what we talk about may be obvious, but maybe you might just learn something new, or you may be able to give some advice to a friend or peer.




## TO SMELL THE TRUTH

The game that proves who's the real stinker of the group

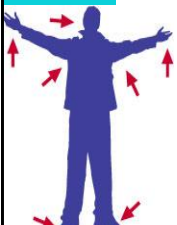
30

31 **QUESTION #1**

● **How many sweat glands does the human body have?**

- 1,259
- 50,600
- 2,600,000
- It is not known.

The average person has **2.6 million sweat glands** in their skin. Sweat glands are distributed over the entire body. The sweat gland is in the layer of skin called the **dermis** along with other "equipment," such as nerve endings, hair follicles and so on.




32 **QUESTION #2**

● **How Much Does the Average Person's Hair Grow in a Week?**

- 1/8 of an inch
- 1/10 of an inch
- 1/2 of an inch
- 1/16 of an inch

● The vast majority of the population have hair that grows an average of 1/10 of an inch per week. Most people, of course, vary from this average to one degree or another




33 **QUESTION #3**

● **The ability for humans and other animals to detect odor is called?**

- Olfaction
- Smellification
- Regurgitation

● **Olfaction** (also known as **olfactics**; **adjectival form**: "olfactory") is the sense of **smell**. This sense is mediated by specialized sensory cells of the nasal cavity.

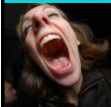


34 **QUESTION #4**

● **On average, how many bacteria exist in the human mouth?**

- 100,000
- 10,000,000
- 6,000,000,000


● In one mouth, the number of bacteria can easily exceed the number of people who live on Earth, more than 6 billion.



35 **QUESTION #5**

● **Eating greasy foods and chocolate can cause acne. True or False?**

● **False.** We are often told to avoid pizza, chocolate, greasy and fried foods, and junk food. While these foods may not be good for overall health, they don't cause acne or make it worse.




36 **QUESTION #6**

● **In which direction should you move your razor when shaving?**

- Against the grain
- With the grain
- Across the grain

● Shaving with grain means shaving in the direction of how the hair grows on your face. It is always best to shave this way. Shaving against the grain can cause redness, rashes, razor burn and ingrown hairs, which are all painful.





37

## QUESTION #7

- ⊙ Using makeup may be hazardous to your health. True or False.

- **True, depending on the quality of your cosmetics.** Some cosmetics contain a host of dubious ingredients which would be more at home in a test tube than on our faces. Coal tar colors, phenylenediamine, benzene, even formaldehyde, are just a few of the synthetic chemicals commonly included in shampoos, skin creams and blushes - toxins which are absorbed into your skin with every use.



38

## QUESTION #8

- It's OK to wear the same clothes to work several days in a row. True or False?

- Here's the rule: if you sweat in it, go ahead and wash it. If you get something on it that can't be lifted with a spot cleaning, wash it. If it stinks... WASH IT!



39

## QUESTION #9

- ⊙ Foot odor is caused by...

- Sweat
- Bacteria
- Dirty socks and shoes

- **All of the above.** Smelly feet is all due to a type of bacteria that feed on sweat. Bacteria are attracted towards the sweat on your feet and start feeding on them. These bacteria get rid of waste on your feet which are in the form of organic acids. These organic acids have a strong pungent odor due to which your feet smell bad.



40

## QUESTION #10

- ⊙ What is the total length of the longest fingernails on record?

- 28 feet 4.5 inches
- 12 feet 7.25 inches
- 34 feet 1.75 inches

- Lee Redmond (USA), who has not cut her nails since 1979, has grown and carefully manicured them to reach a total length of 28 ft 4.5 inches as of February 2008. The longest nail is the right thumb: 2 ft 11 in.



41

## STRESS MANAGEMENT

What impact does stress have on our physical health?



42

## STRESS MANAGEMENT

- ⊙ The good news is that we can learn to control the impact of stress on our lives, but in order to do this we first need to be aware of our "triggers" for stress.



43

## MY STRESS TRIGGERS


- On the handout write down a few situations that cause you stress
- Next, think about how those stressors make you feel.
- What goes through your mind when your stressed out.
- Finally, give examples of what you do to relax.



# Healthy Me

## PROBLEM SOLVING SKILLS

Why ask why?



45

## 5 Whys

Quickly Getting to the Root of a Problem.

**Why use the tool?**  
The 5 Whys is a simple problem-solving technique that helps users to get to the root of the problem quickly.

Very often, the answer to the first "why" will prompt another "why" and the answer to the second "why" will prompt another and so on; hence the name the 5 Whys strategy.


**Benefits of the 5 Whys include:**  
It helps to quickly determine the root cause of a problem  
It is easy to learn and apply.

**How to use the tool:**  
When looking to solve a problem, start at the end result and work backward (toward the root cause), continually asking: "Why?" This will need to be repeated over and over until the root cause of the problem becomes apparent.

46

## LETS PUT THE 5WHYS TO USE

Following is an example of the 5 Whys analysis as an effective problem-solving technique



47


## MY SUPERVISOR IS UNHAPPY WITH ME...

Why?	Because.
● Why is my supervisor unhappy with me?	● Because I showed up 45 minutes late for my shift.
● Why was I unable to get to work on time?	● Because I didn't tell my ride what time I needed to be at work.
● Why didn't you tell your ride what time you needed to be at work?	● Because I forgot what my schedule was .
● Why did you forget what your schedule was?	● Because I couldn't remember what I did with it after I wrote it down.
● Why couldn't you remember where it was?	● Because I don't have a regular place to post it so I know where it is and others in my house can see it.

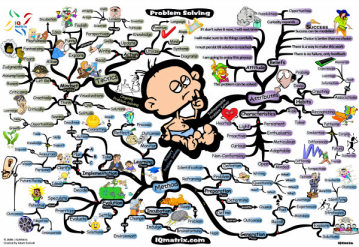
48

## SOLUTION...

After I get my schedule from work. I will post it on the corkboard in the kitchen at home. I will do this every week and I will check it daily.



NOW LET USE THE 5 WHYS ON SOME OF THE SITUATIONS YOU DEAL WITH, OR MAY DEAL WITH AT WORK.



## Tips for Healthy Nutrition for the Job

- Have a meal or sizable snack before going to work.
- Bring water or another form of hydration, NOT soda or energy drinks, with you to work and be sure to take regular drinks.
- If you have a long shift, make sure you have a snack or meal with protein during your break to keep your energy up. Good choices: Fruit and cheese, yogurt, a sandwich on whole-wheat bread with veggies.
- Stay away from candy, soda, energy drinks, coffee, and even too much juice. All contain caffeine and/or lots of sugar which will just lead to a drop in blood sugar later, making you even more tired.
- Remember to pace yourself when eating during your shift. You may feel really hungry and have only a short meal break, but do you really need to eat a whole six-piece of fried chicken or that supersized extra-value meal? Chances are you'll feel pretty lousy later.

## Creating a Healthy Sleep Environment

Information from [www.kidshealth.org](http://www.kidshealth.org)



Here are some things that may help you to sleep better:

- **Set a regular bedtime.** Going to bed at the same time each night signals to your body that it's time to sleep. Waking up at the same time every day can also help establish sleep patterns. So try to stick as closely as you can to your sleep schedule even on weekends. Don't go to sleep more than an hour later or wake up more than 2 to 3 hours later than you do during the week.
- **Exercise regularly.** Try not to exercise right before bed, though, as it can rev you up and make it harder to fall asleep. Finish exercising at least three hours before bedtime. Many sleep experts believe that exercising in late afternoon may actually help a person sleep.
- **Avoid stimulants.** Don't drink beverages with caffeine, such as soda and coffee, after 4 PM. Nicotine is also a stimulant, so smoking will not help you sleep.
- **Relax your mind.** Avoid violent, scary, or action movies or television shows right before bed — anything that might set your mind and heart racing. Reading books with involved or active plots may also keep you from falling or staying asleep.
- **Unwind by keeping the lights low.** Light signals the brain that it's time to wake up. Staying away from bright lights (including computer screens!), as well as meditating or listening to soothing music, can help your body relax. Try to avoid TV, computer and telephone at least one hour before you go to bed.
- **Don't nap too much.** Naps of more than 30 minutes during the day may keep you from falling asleep later.
- **Avoid all-nighters.** Don't wait until the night before a big test to study. Cutting back on sleep the night before a test may mean you perform worse than you would if you'd studied less but got more sleep.
- **Create the right sleeping environment.** Studies show that people sleep best in a dark room that is slightly on the cool side. Close your blinds or curtains (and make sure they're heavy enough to block out light) and turn down the thermostat in your room (pile on extra blankets or wear PJs if you're cold). Lots of noise can be a sleep turnoff, too.
- **Wake up with bright light.** Bright light in the morning signals to your body that it's time to get going.



This really stresses me out:

- 1.
- 2.
- 3.

When I am stressed, I feel:

- 1.
- 2.
- 3.

When I am stressed, I think about:

- 1.
- 2.
- 3.

When I am stressed, \_\_\_\_\_ helps me relax:

- 1.
- 2.
- 3.

# Handouts: Work Wise

# Your Dream Job

Job Title:	Wage:
Location:	Hours:

Position Description (1-2 sentences)

Essential Job Functions *(What are the most important tasks of this job?)*

- 
- 
- 
- 
- 
- 
- 
- 

Where is the job - in an office, outside, a store, etc.?

- 
- 

Does the job involve working alone, with other others, or both?

- 

Qualifications for the job *(What education, skills, and abilities are needed for this job?)*

- 
- 
- 
- 
- 
- 
-



# APPLICATION FOR EMPLOYMENT

Date \_\_\_\_\_

Directions: Type or print in *blue or black ink*. Answer all questions which are applicable. Please do not state "See Resume".

## PERSONAL INFORMATION

Last Name	First Name	Middle	
Address	City	State	Zip
Phone	Day Phone (if Different)	Social Security Number	
Fax Number	E-Mail Address		

## EMPLOYMENT INFORMATION

Position for which you are applying \_\_\_\_\_

Are you employed at the present time? \_\_\_\_\_ If yes, please complete the information below

Employer's Name: \_\_\_\_\_

Employer's Address: \_\_\_\_\_

\_\_\_\_\_

1. How long have you been with this employer? \_\_\_\_\_ Present Salary: \_\_\_\_\_
2. If offered a position, when can you report for work? \_\_\_\_\_
3. If hired can you show proof of your legal right to work in the U.S.? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Have you ever been dismissed, or asked to resign from any position? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Have you ever been convicted of a felony, or a misdemeanor which resulted in imprisonment? A yes answer to the above question does not necessarily disqualify an applicant from employment. Yes \_\_\_\_\_ No \_\_\_\_\_

If yes to number 4 or 5, please explain: \_\_\_\_\_

\_\_\_\_\_

## EDUCATION

Please list on the following lines all schools attended and any other pertinent information about your education.

School(s)	Subjects Studied (if applicable)
High School	
College (Including dates attended)	

**EMPLOYMENT EXPERIENCE (List most recent experience first)**

Name & Address	Position(s) Held	Dates (Start - End)

**REFERENCES**

Name & Address (Include City, State, Zip)	Phone	Relationship

**The following section is to be completed by applicant for an OFFICE POSITION:**

Can you type? \_\_\_\_\_ How many words per minute? \_\_\_\_\_

Computer Skills      Macintosh \_\_\_\_\_      PC \_\_\_\_\_

Please provide computer and software knowledge below:


**I certify that all statements made herein and on the enclosed resume are true and correct to the best of my knowledge. I authorize investigation of all statements herein recorded. I release from liability all persons and organizations reporting information required by this application.**

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

## **First Jobs Academy**

### **Mock Interviews: Suggested Feedback**

*Thank you for volunteering your time and expertise to help the youth in First Jobs Academy practice their interview skills. Each mock interview should last for approximately 15 minutes with 5-10 minutes for feedback. In giving feedback, please focus on the youth's strengths while also noting areas for further development. Remind youth who may be nervous that this is an opportunity to practice a new skill.*

*The following are some general ideas for areas in which to focus feedback. Please feel free to comment in other areas as you see fit.*

#### **First impressions:**

- Is the youth dressed appropriately?
- If applicable, did the youth bring along a completed application? Was the application neat and complete?
- Did the youth have good eye contact and shake hands with the interviewer?

#### **Interview Behavior:**

- Did the youth speak clearly (i.e. no mumbling or muttering)?
- Did the youth maintain a reasonable amount of eye contact?

#### **Interview Content:**

- Did the youth provide relevant answers questions to questions and stay on topic?
- Did the youth provide at least one relevant personal example if asked (e.g. using teamwork, problem-solving)?
- Did the youth express a genuine interest in working?
- Did the youth ask the interviewer any questions?

#### **General Impressions:**

- What were the youth's areas of strength in the interview? Areas for development?
- Based on this brief interview, would you hire the youth? Why or why not?