

The **BIG** Idea

- What are local sources of part-time work for teens and how can I find out more about them?

AGENDA

Approx. 45 minutes

- I. Warm Up (10 minutes)
- II. How to Make a Successful Call (20 minutes)
- III. Informational Interview Practice (10 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 96, Tips for Successful Informational Phone Calls
- Student Handbook pages 97–98, Teen Job Survey
- Student Handbook page 99, Teen Job Interview Script

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Finding a Job 2: Jobs for Teens Lists of businesses for the students (see **Preparation** section)

OBJECTIVES

During this lesson, the student(s) will:

- Identify types of businesses in which teens can work.
- Identify local companies that hire teens for part-time jobs.
- Learn how to make informational phone calls to potential employers.

OVERVIEW

Students discover the first step in looking for a job—identifying the types of businesses that hire teens. They discuss how informational phone calls can be used to learn more about companies and specific jobs. In fact, one student from each pair will be making their own informational phone calls as an out-of-class assignment—a phone survey with potential employers. In this survey, they ask employers about opportunities for teens, and what they’re looking for in part-time employees. In class, they review strategies and tips for making successful calls, and go over a script for their own calls. Next, they research contact information for local businesses.

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- Contact different local businesses in your area to see if they would be willing to participate in informational interviews with students about teen employment at their business.
- Create a list of **at least 10 businesses** that are willing to participate. Include the name, address, and contact information for each organization. *(Depending on the availability in your area, you may choose to include more than 10 businesses.)* One student from each pair will be conducting an informational interview. Students who volunteer to call a business should receive a reward upon completion of their survey. Students should decide on a reward in class. You may want to decide on acceptable rewards before class.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 96, Tips for Successful Informational Phone Calls**
 - **Student Handbook pages 97–98, Teen Job Survey**
 - **Student Handbook page 99, Teen Job Interview Script**

BACKGROUND INFORMATION

Many teens in your class may be considering a part-time job. However, they might not know where to begin. This lesson gets students thinking about different businesses that hire teens, and specific companies in your area that might be hiring. They'll also learn an important method for finding out more about a business or a job — the informational phone call. Informational interviews are a useful way for teens to practice proactive job searching. Even adults have a hard time contacting potential employers, so your students may naturally have some concerns and reservations about making these calls. With guidance and practice, they'll learn strategies for making a successful call. Every student will practice conducting an informational interview in class with a peer. In each class, half of the students will conduct their own phone surveys with potential employers. These students will share their results with the class next week. The goal of the survey is to find out what behaviors and personal characteristics employers value most.

VOCABULARY

Employee: A person who works for and is paid by another person or business.

Employer: A person or business that pays others for work.

Informational phone call: A phone call in which a person can ask an employer questions about their business and potential jobs.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. Where are some places that your friends have worked, or that you've seen other teens working?
2. Imagine you wanted to find a part-time job working in a clothing store. How could you find out if they have any available job opportunities for teenagers?

[Then call on students to read their answers and continue with the **Warm Up** as written.]

Informational Interviews:

- Allow students to conduct interviews in person, if this is more convenient or comfortable than making the phone calls.
- Students who volunteer to make phone calls at home can call in pairs.
- You can choose to allow students to contact an employer not on the list.
- Choose two volunteers in each section and have each student make a phone call, during class, one at a time.
- Ideally, you'll find 10 or more businesses willing to participate, but the number of businesses will vary by region.

ACTIVITY STEPS

I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Remember that in the last lesson we talked about the importance of entry-level jobs and the different ways they can help prepare you for future work. Who can remember one of the four ways an entry-level job can prepare you for a future career? [Allow students to respond.]

- Find out more about what you like to do
- Get specific skills you'll need later on in your career
- Learn general skills you can use anywhere in the workplace
- Get a good reference for your next job

Today, we'll be talking about local businesses that offer part-time work for teens, and what we can do to find out more about them.

2. **SAY SOMETHING LIKE:** Think about businesses that hire teens—for example, restaurants. What are some places that your friends have worked, or that you've seen other teens working? [As you brainstorm types of businesses, write them on the board. If students are having difficulty, help guide them with questions like, "Do you ever see teens working when you go to the mall? Where are they working?"]

Some examples include:

- Retail stores (e.g., clothing, books, toys, etc.)
- Grocery stores
- Restaurants
- Movie theaters
- Athletic fields
- Gas stations
- Amusement parks
- Offices

3. **SAY SOMETHING LIKE:** Now, imagine you'd like to find a part-time job in one of these businesses. How would you find a specific company in this business? How would you learn more about the company and their job opportunities?

The question we want to answer today is, "What are local sources of part-time work for teens and how can I find out more about them?"

II. How to Make a Successful Call (20 minutes)

1. **SAY SOMETHING LIKE:** One of the best ways to learn more about a company or a specific job is by calling the employer directly. This kind of call, known as an informational phone call, is one that you're likely to make many times throughout your life. Informational phone calls are opportunities to find out things about the company or job opportunities that you couldn't find through your own research. For example, you might find out if or when a company is hiring or what types of jobs are available for teens.

Informational interviews can be a very powerful tool for finding a job. Statistics reveal that just one out of every 200 resumes leads to a job offer and some studies claim that number can be as high as one out of 1,500. In comparison, one out of every 12 informational interviews results in a job offer.* Another source suggests that as many as 90 percent of jobs are not advertised, so informational interviews can give a jobseeker a better insight into the hidden job market.**

Statistic Sources:

*http://www.quintcareers.com/information_background.html

**http://www.quintcareers.com/information_dress.html

It's important to remember that employers are taking time out of their workday to answer these questions. While many will be happy to do this, be respectful of their time. For example, never ask questions that you could research on your own, such as: What are your hours? Where are you located?

2. **SAY SOMETHING LIKE:** How do you think an informational phone call to a business owner is different from a call you'd make to a friend? (For example, unlike a friend, the business owner has never met you before, so you are making an important impression—"introducing" yourself by phone. Talk about the importance of being direct, clear, and polite in an informational phone call.)
3. [Next, refer students to **Student Handbook page 96, Tips for Successful Informational Phone Calls**. Discuss these strategies and tips on basic phone etiquette.]
4. **SAY SOMETHING LIKE:** As part of this lesson, you will practice conducting an informational phone call with a partner. Each of you will have a chance to play the role of the teenager and the employer. At the end of class, I will be asking for one brave volunteer from each pair to conduct an informational phone call with a local employer. Our mission is to answer two questions: (1) Who's hiring teens? and (2) What

qualities are employers looking for in the teens they hire? Then, in the next lesson those students will be sharing our interviews with the class. Together, we'll have an inside look at what work behaviors and personal characteristics employers value most.

5. **SAY SOMETHING LIKE:** Don't worry if you've never made this kind of call before. You'll have all the questions in front of you, and you'll even have time to practice before you make any real calls. First, let's look at the questions you'll be asking local employers in your informational phone calls.

6. [Ask students to turn to **Student Handbook pages 97–98, Teen Job Survey**. Explain that later in class, they'll be provided with a list of employers who have agreed to participate. For now, they should focus on the questions. Review the questions as a class.]

7. **SAY SOMETHING LIKE:** Keep in mind that the first person who answers the phone might not be the person to answer your questions. It might take several phone calls, and getting passed to a few different people, before you find the right person to speak with—or until this person has the time for the interview. It's important to be patient and prepared for these situations.

8. **SAY SOMETHING LIKE:** One of the best ways to be prepared for an informational phone call is to have a script of what you're going to say. Of course, you don't have to follow your script word for word, but this will help you think through and practice what you're going to say ahead of time. It's also helpful to have something written out in case you get nervous or flustered in your call. Let's take a look at a sample script you could use for your informational phone call. Together, we'll also talk through what we might say in different situations.

[Ask students to turn to **Student Handbook page 99, Teen Job Interview Script**. Have a student read through the introduction. Talk about how this brief introduction reflects some of the phone etiquette tips they discussed earlier. For example, they are clearly stating their name and purpose of their call.]

9. **SAY SOMETHING LIKE:** Now, let's think about what we'd say next. Look at the first situation: If you're speaking to the person in charge, what should you ask before you launch into the survey? [Take a few answers from the class.] Before you begin asking questions, make sure that they are willing to answer questions, and that this is a convenient time for the interview. For example: "Would you be willing to participate

in this brief survey? Is now a good time to talk?"

10. [As a class, talk through what the student could say depending on the employer's response. Work with students to come up with appropriate language in each situation. For example, if they are not willing to participate in the survey, simply say: "I understand. Thank you for your time."]
11. **SAY SOMETHING LIKE:** There's a good chance that the person you need to talk with is not available, as in situation #2. What could you say in this situation? If this happens, it's important to get the name of the person you should talk to, and a date and time to call back. This just takes a few seconds, and it's much more productive than simply saying, "I'll call back."
12. **SAY SOMETHING LIKE:** What would you say at the end of this call? Depending on the conversation, you might say one of the following:
 - "Thank you for your time."
 - "I look forward to talking with you, _____ [name], at _____ [time] on _____ [date]."
 - "This has been very helpful. Thank you for taking time out of your day to answer these questions."
13. [Model a phone call for the class, acting as the employer and a student acting as the caller. Be sure to model different situations, such as what happens if the person who answers the phone is not the person to interview or is unwilling to answer questions. If possible, have the teacher or a student make an actual phone call to a business using a speaker phone or cell phone.]

III. Informational Interview Practice (10 minutes)

[Have students choose a partner. Pass out the list of local businesses you compiled. Instruct each student to choose a business they are interested in. Students will take turns practicing their calls with each other. After both partners have had a chance to practice, bring the class back together. Then choose one volunteer from each pair to make the phone calls. Assign each volunteer to a particular business. Once the volunteers have been chosen, have the class decide on an acceptable reward for each student who brings a successfully completed **Teen Job Survey** to class next week.]

IV. WRAP UP (5 minutes)

SAY SOMETHING LIKE: You've done a great job practicing today. Informational phone calls are an excellent way to practice proactive job searching. I want to thank the students who volunteered to make the phone calls. Good luck! You are going to do a wonderful job. If you feel nervous, don't worry, it's completely natural. If you start to stumble in your interview, just take a deep breath. It might even help to briefly admit that you're a little nervous—most employers will understand.

Next week, we'll be sharing and compiling all the information gathered. Then each student will follow up with one employer with a very important piece of any job search—the thank-you note!

DO NOW

Finding a Job 2: Jobs for Teens

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. Where are some places that your friends have worked, or that you've seen other teens working?

2. Imagine you wanted to find a part-time job working in a clothing store. How could you find out if they have any available job opportunities for teenagers?

TIPS FOR SUCCESSFUL INFORMATIONAL PHONE CALLS

Introduce yourself: Begin by introducing yourself and stating the purpose of your call.

Be prepared: Have an introduction and your questions prepared in advance. It also helps to practice what you're going to say a few times beforehand.

Make sure you're talking to the right person—at the right time: Always identify the name of the person you're talking to and confirm he or she is the right person to answer your questions. Be understanding if that person needs to forward the call to someone else, or if he or she asks you to call back another time.

Speak clearly and slowly: This isn't always easy if you're nervous!

Take notes: Jot down answers to help you remember the call. If you have to call back, note the person who answered the call and the date and time to call back.

Keep it brief: Respect the other person's time. Ask essential questions that couldn't be answered by your own research.

Say thank you!: Always thank the person for their time and their help.

TEEN JOB SURVEY

Your out-of-class assignment is to conduct a survey with a local business about their job opportunities for teens. On this sheet, write the business contact information and answers to your survey questions. You'll be sharing this information with the class.

Student name: _____

| CONTACT INFORMATION | |
|--------------------------------------|-----------------------|
| Company name | Type of business |
| Company address | |
| Phone | E-mail (if available) |
| Name and title of person interviewed | |
| Date and time of interview | |

QUESTIONS (Continue answers on the back if you need more room.)

1. How old do you have to be to work here? _____

2. What types of jobs are available for high school students? _____

3. What's the pay range for high school students? _____

4. What time of year are you most likely to be hiring? _____

5. What qualities are most important in an employee? _____

6. What's one quality that impresses you in a job applicant? _____

7. What's one quality that makes you unlikely to hire a job applicant? _____

8. Do you have any suggestions for applicants with no previous job experience? _____

9. May I stop by for a sample application to share with my class? _____

TEEN JOB INTERVIEW SCRIPT

Introduction:

Hello. My name is _____, and I'm a sophomore at _____ High School. My class is doing a survey of local businesses that hire teenagers to learn about job opportunities and to understand what employers are looking for. I was wondering if I might speak with the person in charge of hiring part-time employees. This should only take about five minutes.

What would you say in the following situations?

Situation #1: You're speaking to the person in charge of hiring, or you're immediately transferred to that person. What should you ask before you launch into the survey?

A. The person is willing to answer questions now.

B. The person is willing to answer your questions, but is too busy to talk now.

C. The person is not willing to participate in the survey.

Situation #2: You're not speaking with the person in charge of hiring. He or she says that person isn't available right now.

CALL-BACK INFORMATION

| |
|--|
| Name of person who answered the phone |
| Name of person you need to talk to |
| Best date and time to call back |

What do you say at the end of the conversation? _____