

Sell Yourself

The **BIG** Idea

- What qualities are employers looking for in teen workers?
How can you prove your own skills?

AGENDA

Approx. 45 minutes

- I. Warm Up: Employer Survey Review (15 minutes)
- II. What Are Your Skills? (10 minutes)
- III. How Do You Sell Yourself? (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS **PORTFOLIO PAGES:**

- Portfolio pages 9–10, Personal Skills Checklist
- Portfolio page 11, Demonstrating Personal Skills
- Portfolio page 12, Certificate of Participation

 FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Finding a Job 4: Sell Yourself
- Facilitator Resource 2, Job Survey: Executive Summary (from Lesson 3)
- Facilitator Resource 3, Job Survey: Participating Employers

OBJECTIVES

During this activity, the student will:

- Recognize qualities in teen workers that are valued by employers.
- Identify and demonstrate their own skills.

OVERVIEW

In this lesson, students review an executive summary of the results from all their surveys with employers who hire teens. As part of this review, they identify qualities in teen workers that are most important to employers. Next, students take self-assessments to identify their own skills. Then they choose three skills, and describe how they've demonstrated each one—whether it was at home, at school, or at work. In essence, they learn how to “sell” themselves—an important component of any job interview. In the final activity, they identify one skill they'd like to improve and list one or two things they could do to improve that skill.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- To reinforce the importance of getting involved in extracurricular activities and community service, you may want to create a list of local clubs and organizations students can get involved with. Be sure to include a brief description about each organization and provide each student with a copy to take home.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio pages 9–10, Personal Skills Checklist**
 - **Portfolio page 11, Demonstrating Personal Skills**
 - **Facilitator Resource 2, Job Survey: Executive Summary**
 - **Facilitator Resource 3, Job Survey: Participating Employers**
- At the end of last week's lesson, students turned in their **Teen Job Survey Forms**. Before this week's lesson, the facilitator should compile the results into the executive summary (**Facilitator Resource 2, Job Survey: Executive Summary**) and the list of participating employers (**Facilitator Resource 3**). Make enough copies of both resources for each student. **NOTE:** If your students did not return their completed surveys, use the sample teen surveys from lesson 3 to compile the Executive Summary.

BACKGROUND INFORMATION

For many people, one of the most difficult parts of a job interview is “selling” yourself — being able to recognize your own skills and qualities, and then proving them to a potential employer. This is challenging for adults; it’s even more so for teenagers. Many teens may never have thought about their own skills. Or for some who’ve never held jobs before, they may not feel they have any experience or skills to bring to a job. Add to this the daunting prospect of talking to a complete stranger, and a job interview may seem like a terrifying experience. In this lesson, you can help students prepare for future job interviews by helping them recognize their own skills and identify situations in which they’ve proven each one.

VOCABULARY

Executive summary: A brief overview that condenses the key points of a longer document or report.

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. List three skills that you are good at that will make an employer want to hire you.
2. Explain why you think these skills would be useful in a workplace setting.

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

In **Activity I, Warm Up: Employer Survey Review**, if you think your students will struggle to interpret the results of **Facilitator Resource 2, Job Survey: Executive Summary**, you can go over the results as a class. You could also choose to model the first section, and then have the students work in pairs for the remaining sections.

In **Activity II, What Are Your Skills?**, if you think your students will rush through **Portfolio pages 9–10, Personal Skills Checklist**, you may choose to complete this as a class. Read each skill aloud and have students assess how good they are at this skill. In addition, you may also find it helpful to model an example or two on **Portfolio page 11, Demonstrating Personal Skills**.

ACTIVITY STEPS

I. WARM UP: Employer Survey Review (15 minutes)

1. **SAY SOMETHING LIKE:** Welcome back! For the past few weeks, we've been talking about jobs for teens—the huge benefits of entry-level jobs, local businesses that hire teens, and what jobs are available for high school students. And last week, we worked on thank-you notes for the employers who participated in our surveys. This week, we're going to begin by reviewing the results from these surveys. With these results, we will identify qualities that are most important to employers. Then, we'll talk about ways to show employers that you have the skills they're looking for.

2. [Hand out copies of the completed **Facilitator Resource 3, Job Survey: Participating Employers.**]

SAY SOMETHING LIKE: Here is a list of all the employers who were interviewed in this survey. Take a moment to circle the two businesses where you'd most like to work.

3. [Next, hand out copies of the completed **Facilitator Resource 2, Job Survey: Executive Summary.**]

4. **SAY SOMETHING LIKE:** Now imagine you're sitting in an interview with one of the employers you just circled. What kind of job applicant are they looking for? Lucky for us, we found out the answer to that question in our surveys!

All the results from your surveys have been compiled into this executive summary. Take a few minutes to look through the results, and circle the top three answers for each question.

5. **SAY SOMETHING LIKE:** Let's review what we learned from our surveys. First, let's focus on page 1 of the executive summary. What is the minimum hiring age at most of these places? What's the hourly wage for teens? Which of the available jobs for high school students would you be interested in?
6. **SAY SOMETHING LIKE:** Now turn to page 2 of the executive summary. What are the top three qualities that employers most value in their teen workers? What top three qualities in job applicants are most impressive to employers? What is the least desirable quality?

7. **SAY SOMETHING LIKE:** Now, imagine yourself in the interview with an employer you'd like to work for. We know from our surveys that many employers think "reliability" [or another quality] is an important quality in a job applicant. Do you think you're reliable? How would you prove it? For the rest of the class, you'll be identifying your strengths and thinking about how you demonstrate those strengths every day.

II. What Are Your Skills? (10 minutes)

1. **SAY SOMETHING LIKE:** Suppose a famous author will be speaking at our school graduation, and a student is needed to meet the guest at the airport and escort her to the school. We need someone who will be on time and will serve as a responsible, mature, respectful representative for the town and the school. Think of one classmate you think would be appropriate for this type of job and explain why. [Let a couple of students answer this question.]
2. **SAY SOMETHING LIKE:** Now, don't answer out loud, but do you think you'd be a good person for this job? I bet many of you would say no. It can be much easier to recognize skills and qualities in other people than in yourself. But when it comes to getting a job, that's exactly what you have to do. In an interview, you must be able to identify and demonstrate your own skills to prove that you're the right person for the job.
3. **SAY SOMETHING LIKE:** You might think you can't do certain entry-level jobs because you don't know how to work a cash register, or know a certain software program. But this isn't true. Remember that most jobs provide on-the-job training to teach you those skills. What's most important is that you can show that you have the basic skills and personal qualities it takes to learn quickly and be a hard-working, responsible employee. At the same time, the more you know, the more opportunities are available to you.
4. **SAY SOMETHING LIKE:** Now it's time to assess yourself and identify the skills you have. I know each one of you, and I believe you'll find that when you really think about it, you have many valuable skills.

[Have students turn to **Portfolio pages 9–10, Personal Skills Checklist**. Discuss a few examples on the list, asking students if they have these skills.]

SAY SOMETHING LIKE: Carefully consider each skill before you check the box. Remember to think about your responsibilities and accomplishments outside the classroom. For example, how have you used fractions and percentages? You might use fractions and percentages when you shop at a sale, or when you double a recipe. And you might not think you have any skills at budgeting or interpreting maps, but think about how you allocate your weekly lunch money, or use a subway map or Google Maps.

Some of these skills are about how you would act and carry yourself in a job. Even if you've never held a job, think about situations in which you've had to dress and act maturely and responsibly.

5. [Before they begin, have students fill in some of the blanks under "Professionalism" and "Job-Specific Skills." Under "Professionalism," have the class add a few of the most important skills (or personal qualities) that were identified in their phone surveys. Point out the last category, "Job-Specific Skills." Ask a few students to identify the job they chose from their survey results. Then, as a class, identify a few job-specific skills for that job. Have students identify their own first choice for an entry-level job, and list related skills under this category.]
6. [Give students several minutes to independently complete their checklist. (See **Implementation Options** for suggestions.)]
7. [After they've completed their checklists, discuss a few examples. Encourage students to share why they believe they have certain skills. How have they shown this skill? Also, ask students to identify some of the skills they felt they did not have. Then have students who feel they do have that skill explain how they have demonstrated it. Hopefully, some students will recognize they do, in fact, have skills they may not have realized.]

III. How Do You Sell Yourself? (15 minutes)

1. **SAY SOMETHING LIKE:** Suppose a movie theater manager is looking for someone to work in the ticket booth on weekend afternoons. She needs an employee who's responsible, communicates well with people, and is comfortable with money and basic math. A teenager comes in for an interview. How could he show that he's the right person for the job?

This is what interviews are all about—proving that you have the skills and qualities for the job. Of course, it's much more effective to show that you have a skill than to just say you have it. That's what you're going to do in this next activity—think about how you demonstrate certain skills at home, at school, or at work.

2. **SAY SOMETHING LIKE:** Remember, even if you've never held a job, there are many different ways you can show that you're good at something. As you're doing this next activity, think about how you act and what you do in all different aspects of your life. Here are a few examples:
 - **School:** Do you get good grades in certain subjects? Are you always on time? Have you won any awards?
 - **Volunteer work and school clubs:** What are your responsibilities? Have you ever helped lead a project or event? What did you do?
 - **Family:** Do you have particular responsibilities in your family, such as making lunches, babysitting, or taking a younger sibling to school?
 - **Church, synagogue, or mosque:** What events do you participate in? Think about how you behave, dress, and communicate with adults at these events.
 - **Parents' friends and neighbors:** What adults besides your parents and teachers do you know well? Have they ever counted on you for something important, like feeding their pets while they were away?
 - **Sports teams:** What sports do you play? What responsibilities do you have on your team? How do you work with your teammates?
 - **Jobs:** Think about all the jobs you've had, whether it's babysitting, mowing lawns, or a part-time job at the mall. What did you do? In what ways were you responsible or hard-working?
3. [Have students turn to **Portfolio page 11, Demonstrating Personal Skills.**]
4. **SAY SOMETHING LIKE:** In this chart, you're going to identify five skills from the previous activity that you believe you're good at. Then you're going to describe a specific situation in which you have demonstrated each skill. [Go over the example on the chart.]

5. [Give students five minutes to complete their charts. When they're done, have students exchange their sheets with a partner. (See **Implementation Options** for suggestions.) Did the student clearly demonstrate each skill? Which ones were not convincing? What else could they say to prove that skill?]

IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** Please turn to **Portfolio page 12, Certificate of Participation.** Those of you who had Roads to Success last year may remember this sheet. We'll use this page to provide evidence of something you've done that will impress an employer in the future. When using this form, you can make the adult's job easier by filling in all the blanks except for their signature and contact information at the bottom of the page. [Note: If there is an online activity in use at your school for tracking credentials, feel free to use that instead of this certificate.]

[Remind students of the reward you've designated for completed homework.]

2. **SAY SOMETHING LIKE:** I hope you all come away from this activity with a clear understanding of your own skills—and I hope you feel like you have a lot to offer an employer. The key is to feel comfortable and confident about the skills you have. In the next lesson, we'll be talking about job interviews. You'll learn some common interview questions, and what employers really want to know when they ask each one.



DO NOW
Finding a Job 4: SELL YOURSELF

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

Questions:

1. List three skills that you are good at that will make an employer want to hire you.

2. Explain why you think those skills would be useful in a workplace setting.

PERSONAL SKILLS CHECKLIST

Which skills do you have that employers need?



Below are some important skills that an employer may ask about in an entry-level job interview. Look at each skill and consider your own level of ability. Place a check in the column that describes your ability level in each area.

SKILLS	Good at this	Some skills	Few or no skills
MATH			
Use fractions and percentages			
Budget money			
Use a calculator			
Estimate materials needed			
Use algebra to solve problems			
READING			
Understand directions on signs			
Order supplies from a catalog			
Understand written directions or memos			
Do research			
Interpret maps and graphs			
WRITING			
Write instructions			
Write a letter			
Take notes			
Write a report			
TECHNOLOGY			
Type accurately without looking at the keys			
Use MS Word or other word processing programs			
Use MS Excel or other spreadsheets			
Design a web page			
Troubleshoot computer problems			
Send and receive professional voicemail messages			
Send and receive professional e-mails			

PERSONAL SKILLS CHECKLIST (continued)

SKILLS	Good at this	Some skills	Few or no skills
PROFESSIONALISM			
Come to work on time, return on time from breaks and lunch			
Use language appropriate for work			
Wear clothing appropriate for work			
Treat customers and employees with respect			
WORK ETHIC			
Accept responsibility			
Work hard even when no one is watching			
Finish what you start			
PROBLEM SOLVING			
Know what to do in an emergency			
Think before acting			
Resolve a conflict without getting angry			
Choose between alternatives			
Find creative ways to solve problems			
GROUP AND TEAM SKILLS			
Be friendly			
Cooperate with others			
Pitch in where needed			
Clarify responsibilities			
Take direction			
Demonstrate leadership			
JOB-SPECIFIC SKILLS (for example, change the oil in a car or edit a video)			

ADAPTED FROM: [Teens Working](#) Student Guide, pages 19-22, Northwest Regional Educational Laboratory, Portland, OR.

DEMONSTRATING PERSONAL SKILLS

What evidence shows that you have these skills?



Choose five skills from the Personal Skills Checklist that you rated “good at this.” Write each skill in the left-hand column below. On the right, describe a specific situation in which you’ve demonstrated this skill. Two examples have been done for you.

Skill I'm good at	How have I shown this skill?
Example A: Type accurately without looking at the keys	Got an A in my keyboarding class. Can type 60 words a minute without looking
Example B: Cooperate with others	Played in a soccer league in Grades 5-8
1)	
2)	
3)	
4)	
5)	

Use this form to certify your participation in a school or community activity. Ask an adult sponsor or coach to sign.



Certificate of Participation

Date: _____

To Whom It May Concern:

I certify that _____ (name of student) has participated in _____ (name of club or activity) from _____ (start date) to _____ (end date).

Please don't hesitate to contact me should you have any questions about this student's participation.

Sincerely,

Signature of adult sponsor or coach:

Printed name of adult sponsor or coach

Contact phone number or e-mail:
