

# UNIT 6

## FINDING A JOB

### Lesson Descriptions

#### **Finding a Job 1: Jobs for Teens**

*What kinds of jobs are available for people my age?*

#### **Finding a Job 2: Completing Applications**

*What information do I need to complete a job application?*

#### **Finding a Job 3: Interview Basics**

*How can I prepare for a job interview?*

#### **Finding a Job 4: Interview Practice**

*How can I improve my interviewing skills?*

#### **Finding a Job 5: Workplace Responsibilities**

*What are my responsibilities as an employee?*

#### **Finding a Job 6: Workplace Rights**

*What are my rights as an employee?*

# PLANNING PYRAMID

## GRADE 9, Unit 6, Finding a Job



### Some Students Will:

- Interview an adult about his/her first job.
- Be able to consider workplace situations from an employer's perspective.

### Most Students Will:

- Understand general terms and categories found on a standard job application.
- Identify their workplace skills that would be useful in typical entry-level jobs.
- Supply appropriate answers to standard interview questions.
- Prepare questions to ask the employer during an interview.
- Evaluate interview performance.
- Apply knowledge of employee's rights and responsibilities to workplace scenarios.

### All Students Will:

- Know the kinds of businesses that typically hire teens, and identify some local examples.
- Understand that the government restricts the number of hours and types of jobs people under 18 can work.
- Recognize appropriate behavior when requesting a job application.
- Create a data sheet to assist in filling out a job application.
- Know what to wear and how to behave during an interview.
- Know what kinds of questions employers ask during an interview.
- List workplace behaviors expected by employers.
- Recognize some of their rights as employees.



# ROADS to SUCCESS

Grade 9

Finding a Job

## Family Newsletter

### Teens Working

**Roads to Success** is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

To find out more, visit [www.roadstosuccess.org](http://www.roadstosuccess.org)

### Did you know?

In a study of teens working from 2003 - 2008:

- Working decreases the amount of time students spend on homework and extracurricular activities but also decreases the amount of time spent on the computer or in front of the TV.
- Students who work get good sleep on school days but suffer with less sleep on non-school days.

Is your son or daughter thinking about a part-time or summer job? Here are some things to consider:

#### The Good

Working can help young people feel responsible and independent. They can gain skills that will be useful as they move up in the world: problem-solving, punctuality, pride in a job well done. If students do good work, employers can provide references when they move on to college or full-time jobs. Earning money can also give teens experience with budgeting and prioritizing wants and needs.

#### The Bad

Balancing work, friendships, school and family can be stressful. Students who work long hours (more than 15 or 20 hours a week) get poorer grades than those who work fewer hours.

#### Health and Safety

U.S. law limits the kinds of job students can hold and the hours students can work —



no more than 3 hours on a school day or 18 hours during a school week for students 14 and 15.

Talk to your teens about ways to deal with unsafe work situations. (See Resources for help.)

#### Ways to Help

Attitude is everything! Here are some ideas for coaching your teen through tough work assignments:

1. Your effort is valuable.
2. You are learning work

skills you can use later in other jobs.

3. Knowing the kinds of work you like (or don't like) will guide your future career choices.

Set limits and expectations about school performance and hours worked. Your teen may not know how to turn down longer hours or juggle all his responsibilities. Watch for slipping grades, fatigue, or stress.

Help your student manage her money so she'll have something to show for her efforts. Reach an agreement on how much to spend and how much to save.

#### Resources:

[www.youthrules.dol.gov](http://www.youthrules.dol.gov)  
[www.osha.gov/SLTC/teenworkers](http://www.osha.gov/SLTC/teenworkers)

### Grade by Grade: Getting a Job

Knowing how to get the job of your dreams is nearly as important as having the skills to do the job well.

In Grade 9, Roads to Success devotes an entire unit to teen jobs: who's hiring, filling out applications, and rights

and responsibilities at work.

Teens looking for jobs can choose whether to work for a boss (retail stores, restaurants, summer camp) or themselves (babysitting, yard work). We'll be talking about both.

Should teens work? It depends on the teen. "You're only a kid once," some people say. "There's plenty of time for work later on." But for some teens, the joy of a first paycheck and the chance to make their way in the adult world is worth the effort.



**Jobs for Teens****The BIG Idea**

- What kinds of jobs are available for people my age?

**AGENDA**

Approx. 45 minutes

- I. Warm Up: The World of Work  
(10 minutes)
- II. Online Search & Share (15 minutes)
- III. Get Local! (10 minutes)
- IV. Wrap Up: Action Plan (10 minutes)

**MATERIALS** **STUDENT HANDBOOK PAGES:**

- Student Handbook page 79, Part-Time Jobs for Teens
- Student Handbook page 80, Youth Employment Information
- Student Handbook page 81, Local Jobs for Teens
- Student Handbook page 82, Freelance Jobs for Teens

 Phone book (to identify local businesses) Overhead projector**OBJECTIVES**

During this lesson, the student(s) will:

- Identify industries that typically employ teens.
- Learn what jobs and hours are permitted by law for 14-and 15-year olds.
- Explore local jobs and opportunities for starting their own businesses.

## OVERVIEW

In this lesson, students explore the world of work. They discover what opportunities are available for teens and learn about youth employment laws, including hours they can work and jobs they can do. Next, the class works together to brainstorm local businesses that may hire young people and businesses they can start themselves. Finally, students make and implement a job search action plan.

## PREPARATION

- For **Activity II, Online Search & Share**, make arrangements for the class to use the computer lab or classroom computers. Set all computers to the YouthRules! website: <http://www.youthrules.dol.gov/> (If computers are unavailable, see **IMPLEMENTATION OPTIONS** for alternatives.)
- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 81, Local Jobs for Teens**
  - **Student Handbook page 82, Freelance Jobs for Teens**
- For information on North Dakota's youth employment laws, visit: <http://www.nd.gov/labor/youth/index.html>

## BACKGROUND INFORMATION

The labor force participation rate for all youth was 59.5 percent, according to the U.S. Bureau of Labor Statistics (July 2011). That means, 59.5 percent of the population 16 to 24 years old were working or looking for work. 18.6 million youth were employed in the United States in July 2011.

This lesson encourages students to explore and discover important information about everything from industries that employ teens to labor laws and worker safety.

SOURCE: <http://www.bls.gov/news.release/youth.nr0.htm>

## IMPLEMENTATION OPTIONS .....

**For Activity II, Online Search & Share:** If computers are unavailable, print out and make copies of the following YouthRules! web pages:

What Hours Can Youth Work? <http://www.youthrules.dol.gov>

What Jobs Can Youth Do? <http://www.youthrules.dol.gov>

(Click on “Know the Rules.”)

For **Activity III, “Get Local!,”** you may wish to provide a neighborhood map by accessing <http://maps.google.com>. Project the map using a transparency or laptop and LCD projector and have students identify nearby businesses in the neighborhood around the school that might hire young people.

For **Activity III, “Get Local!,”** and **Activity IV: Wrap Up,** you may wish to have students work in pairs or small groups, then share their ideas with the class.

## ACTIVITY STEPS

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### I. Warm Up: The World of Work (10 minutes)

1. [Welcome the students and let them know how happy you are to be with them again.]
2. **SAY SOMETHING LIKE:** Today we're beginning a series of lessons about jobs for people your age. As you start to think about finding your first job, these lessons will help you focus on where to look and how to go about finding a job that's right for you. To begin, turn to **Student Handbook page 79, Part-Time Jobs for Teens**, and see what you already know about part-time jobs.
3. [Provide time for students to answer the questions.]
4. **SAY SOMETHING LIKE:** Later in today's lesson, we'll devote time to discussing who hires teens as well as the types of businesses you can start yourselves. For now, let's turn our attention to questions 3 and 4.
5. [Create a T-chart on the board or chart paper. In the left column, write "Advantages of Having a Part-Time Job." In the right column, write "Disadvantages of Having a Part-Time Job." Ask students to share their answers, and record their responses in the appropriate part of the chart. If students have not discussed the following items, add them to the chart and discuss the relevant statistics.]

#### ADVANTAGES:

- A chance to "try on" different jobs and workplaces (to learn more about what you like and dislike).
- References who can recommend you for future work (which demonstrates to a college or your next employer that you're a responsible person).

#### DISADVANTAGES:

- Missing out on sports or social activities.
- Doing poorly in school.

Research shows that students who work more than 15 to 20 hours a week while in high school perform less well academically.

Researchers can't be sure that working long hours causes teens to do poorly in school. It may be that teens who work long hours are performing poorly to begin with. But

common sense says that you can only fit so much into one day; if you're working more than 20 hours a week, something else will suffer, such as your school work.

Source: <http://www.edletter.org/past/issues/1998-ja/working.shtml> (Harvard Education Letter)

6. **SAY SOMETHING LIKE:** About four out of 10 16- and 17-year-olds have summer or part-time jobs. Lots of kids work, but definitely not everybody. Some students prefer to focus on schoolwork, friends, family, or extracurricular activities. Either choice is fine. In the next few lessons, we'll talk about what to do when you're ready to find a part-time job.

## II. Online Search & Share (15 minutes)

1. [Have the class turn to **Student Handbook page 80, Youth Employment Information**. Explain that before students look for a job, it's important to learn about what kinds of jobs young people can do and the laws related to employees under age 18, such as hours they can work, industries that hire, etc.]
2. [Using computers either in the classroom or in a lab, guide students to the Department of Labor website, *YouthRules!* at <http://www.youthrules.dol.gov>. If there are not enough computers for each student, have them work together in pairs or small groups. If you do not have access to computers, see **IMPLEMENTATION OPTIONS**.]
3. **SAY SOMETHING LIKE:** You will discover all kinds of information about teens and jobs by exploring the *Youth Rules!* website. *YouthRules!* was developed by the U.S. Department of Labor in May 2002 to increase public awareness of Federal and State rules concerning young workers.
4. [Direct students to click on the "Know the Rules" section of the website, and then the titles that match the questions on **Student Handbook page 80, Youth Employment Information**. Allow students time to find and write responses to the prompts and questions. When everyone has finished answering, have students share their findings.]

## III. Get Local! (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you've researched the kinds of places most likely to hire teens and jobs teens can create for themselves, let's think about some places in or near our community that are most likely to hire young people. When considering places to work, why might it be important to look within your own community? [Give

students a chance to answer. Help them to recognize that a practical commuting distance is different for an adult who's working full time and a student who's working for three hours after school.]

We'll also brainstorm ideas for teen-run businesses that might do well in our neighborhood, like babysitting or dog walking.

2. [Have students turn to **Student Handbook page 81, Local Jobs for Teens**. As a class, review the different types of businesses listed in the left-hand column. Ask students which of these businesses are in their town, and instruct them to put a check in those boxes. Next, have students write the name of one business for each type they checked. You may provide a model. For example, say, "Our town has a Dairy Queen over on (fill in the name of a street). So, I'll check the box next to Food Shops, and write Dairy Queen in the right column. If the class is struggling to identify businesses, see **IMPLEMENTATION OPTIONS** for this activity.]
3. [If the class finds that there are few employment opportunities for young people in or near their town, tell them that many teens earn their money through jobs they create themselves, like babysitting and lawn-mowing.]

#### IV. Wrap Up: Action Plan (10 minutes)

1. [Have students turn to **Student Handbook page 82, Freelance Jobs for Teens**.]

**SAY SOMETHING LIKE:** What kinds of businesses could you start in your neighborhood that you think would be successful? For example, are there lots of pets where you live? If so, a pet-sitting business might be just what your town needs.

2. [Have students consider what kinds of businesses they could start. Review **Student Handbook page 82, Freelance Jobs for Teens** with the class to be sure they understand each question. In the remaining time, have students respond to the questions.]

## Part-Time Jobs for Teens

What do you already know about the world of work? Show your “job smarts” by answering the questions below.

1. List three industries or businesses most likely to hire teens.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. List three jobs teens can create for themselves.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. List one advantage (other than money) to getting a job while you’re a teenager.

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4. List one disadvantage to getting a job while you’re a teenager.

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## Youth Employment Information

Use the information on the YouthRules website ([www.youthrules.dol.gov](http://www.youthrules.dol.gov)) or handout to answer the questions below.

### What Hours You Can Work

1. How many hours can a 14- or 15-year-old work on a school day? \_\_\_\_\_
2. How many hours can a 14- or 15-year-old work during a school week? \_\_\_\_\_

### What Jobs You Can Work

3. Name three places (types of businesses) a 14- or 15-year-old can work.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
4. Name three jobs considered hazardous (dangerous) and not permitted for people under age 18.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

## Local Jobs for Teens



Check the types of businesses that are near your school or home. Write the name of one business for each of the types you check.

Types of Businesses	Local Businesses
<input type="checkbox"/> Offices (e.g., medical, dental, veterinarian)	
<input type="checkbox"/> Supermarkets, pharmacies	
<input type="checkbox"/> Clothing stores (e.g., Gap, Old Navy, department stores, Abercrombie & Fitch, Banana Republic)	
<input type="checkbox"/> Food shops (e.g., bakery, deli, ice cream shop)	
<input type="checkbox"/> Specialty stores (e.g., toys, books, cosmetics, pets, shoes)	
<input type="checkbox"/> Restaurants (e.g., diner, McDonalds, Burger King, Applebees)	
<input type="checkbox"/> Movie theaters	
<input type="checkbox"/> Gas stations	
<input type="checkbox"/> Other	

## Freelance Jobs for Teens



Now think about businesses you might start yourself. Here are some questions to help you begin.

What service will I offer?

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How much will I charge?

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Do I need any equipment? (for example, a lawn mower or snow shovel) Describe.

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Do I need any training? (for example, a first aid course)

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List of possible clients

Name	Phone Number (optional)

## Completing Applications

### The **BIG** Idea

- What information do I need to complete a job application?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Role Play (5 minutes)
- II. Tips (10 minutes)
- III. Job Application FAQs (10 minutes)
- IV. Wrap Up: Application Review (20 minutes)

### MATERIALS

**PORTFOLIO PAGES:**

- Portfolio pages 29-30, Job Application FAQs

**STUDENT HANDBOOK PAGES:**

- Student Handbook page 83, Job Application Tips
- Student Handbook pages 84-86, Sample Application

**FACILITATOR RESOURCE PAGES:**

- Facilitator Resource 1, Application Terms & Categories

Bubble gum (optional, for role-play)

### OBJECTIVES

During this lesson, the student(s) will:

- Recognize appropriate behavior when requesting a job application.
- Create a data sheet to assist in filling out a job application.
- Understand the terms and categories found on a standard job application.

## OVERVIEW

Students begin this lesson by participating in a role-playing activity about what NOT to do when requesting and filling out a job application. Next, the class reviews application tips and strategies that will help them with this process. Then, they create personal FAQ sheets to help them when applying for jobs. Finally, they examine a typical application, identify what they find most challenging, and learn how to complete it.

## PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make transparencies of the following pages:
  - **Student Handbook pages 84-86, Sample Application**
  - **Portfolio pages 29-30, Job Application FAQs**
- As class begins, select two student volunteers to participate in the role-play activity. Explain to the volunteers that the goal of the skit is to show what NOT to do when requesting and filling out a job application. Tell them that you — the facilitator — will play the part of a teen applying for a job. One student will play your friend and the other the employer. Instruct the student playing the role of your friend to act “sulky” and impatient as you ask for and fill out an application. You can suggest that he/she grunt, sigh, pace back and forth, etc. Direct the student playing the employer to simply stand behind a desk or table and respond to your request for an application. It may help to review the steps in the actual activity. See **Warm Up: Role Play** below.
- For the **Warm Up**, clear a space at the front of class to perform the skit.

## BACKGROUND INFORMATION

Filling out a job application may be routine for adults, but for teens it can be an incredibly stressful experience, and one that can cost them a job. All too often, young people rush to complete job applications, making spelling errors, leaving blanks, and getting frustrated in the

process. By becoming familiar with a typical application (most ask similar questions) and taking the time to practice filling them in, teens can better prepare themselves for the real thing.

## VOCABULARY

**Applicant:** A person who is applying for a job.

**Application:** The form a person fills out to apply for a job.

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

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

**Reference:** A person to whom questions about a person's character or abilities can be addressed.

**Salary:** The amount of money a person is paid for his or her work.

## IMPLEMENTATION OPTIONS

For **Activity III, Job Application FAQs**, you may wish to collect students' completed **Portfolio pages 29-30, Job Application FAQs**, and make copies for them to take home.

For **Activity IV, Wrap Up: Application Review**, if filling out an application independently is too challenging for your students, make this a whole class activity. Project the application using an overhead and walk through each part together. If the students are overwhelmed by the amount of material, you can cross out sections you don't intend to discuss.

You may wish to provide sample applications from local businesses for comparison.

## ACTIVITY STEPS

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### I. Warm Up: Role Play (5 minutes)

1. [Welcome students to class. Have the two pre-selected volunteers (see **PREPARATION**) stand in front of the class with you. Once students have settled into their seats, introduce the **Warm Up** activity.]

**SAY SOMETHING LIKE:** Your classmates and I are about to put on a skit about applying for a job. Watch carefully and enjoy!

2. [You and the volunteer playing the “friend” start outside the classroom, and walk in together. You are chewing gum noisily and shuffling along. The “friend” is following you, complaining about having to go with you to get the application. You walk up to the employer and say:

“Ummm. Ummm. Like can I apply for a job? Do you have one of those thingies to fill out? (crack gum)”

The store owner gives you an application. You look at it with furrowed eyebrows and stand at the desk trying to fill it out. You grumble “Huh? What the heck does this mean?” to yourself, a little too loudly. You start to write, but grow increasingly frustrated. Meanwhile, your friend is pacing, sighing, etc.

You start erasing furiously – so much so, that it makes a hole in the paper. Eventually, you crumple it up and ask for another to bring home. Your friend says too loudly, “It’s about time!”]

3. [Have volunteers return to their seats. Encourage a discussion by asking the class the following questions:
  - What kind of impression do you think the **applicant** (me) made on the **employer**? Why?
  - What do you think the applicant could have done differently? What could she have done to improve her chances of getting the job?
  - What do you think about bringing a friend along when you apply for jobs?]

### II. Tips (10 minutes)

1. [Remind students of the opening skit and how frustrated the teen was filling out the application. Remind them also of the teen’s behavior. Explain that filling out the

application is just part of the process; how they present themselves when they ask an employer for an application is equally important.]

2. [Have students turn to **Student Handbook page 83, Job Application Tips**. Explain that these tips will help make their job application process successful.

Review the tips together as a class, answering questions as they come up. Additional notes:

- The application should look professional, so use black or blue pen – no exotic colors or flourishes such as dotting i's with hearts or circles.
- Try not to give specific salary requirements – this becomes more important as you apply for jobs where the salary can vary widely. When applying for entry-level jobs, it's helpful to do some research to make sure you're not asking for less than the going rate. For example, you'd hate to ask for minimum wage and later discover that the employer was willing to pay \$10 an hour.]

### **III. Job Application FAQs (10 minutes)**

1. **SAY SOMETHING LIKE:** In just a few minutes, we'll look at an actual job application from the Gap. Applications are generally at least two pages long, so it helps to have the information you'll need at your fingertips to avoid the confusion and aggravation we saw in the skit. Today you will create your own Frequently Asked Questions (FAQ) data sheets to use when filling out job applications. On the data sheet, you will supply answers that most applications ask for. Having all the important information written down will make filling out applications much easier. You can take your FAQ sheet with you and you won't have to struggle to remember everything when you're already feeling nervous.
2. [Have students turn to **Portfolio pages 29-30, Job Application FAQs**. Instruct them to write an answer to each question, using their best handwriting. Write the name and address of the school on the chalkboard for their reference. Make yourself available to answer any questions students may have. Tell them not to fill in their social security number on the application for privacy reasons, but to be aware of what it is for when they apply for real jobs. Remind students that this information will remain in their Portfolio for their use, and will be returned to them when they graduate. If you plan on making copies of their completed forms for them to take home, let them know that as well.]

#### IV. Wrap Up: Application Review (20 minutes)

1. **SAY SOMETHING LIKE:** In the skit, you saw that the teen was having quite a bit of trouble filling out the **application**. Has anyone ever had this experience? What makes applications difficult to complete? [Give students a chance to respond.]
2. [Tell students that they will now take a look at a real job application. Place a transparency of **Student Handbook pages 84-86, Sample Application** on the overhead projector and direct students to open to this page in their handbooks. Instruct them to fill in all the parts they understand EXCEPT their social security numbers for privacy reasons, and to put a question mark next to any part that's confusing or difficult. Give the class 10 minutes to do this.]
3. [When 10 minutes are up, ask students what parts they found most confusing. Jot their responses on the chalkboard.]

**SAY SOMETHING LIKE:** Let's talk about some of the information required on most job applications.

4. [Using **Facilitator Resource 1, Application Terms and Categories**, review each part of a job application with students, explaining what the item means. After each item, answer any questions students may have.]

## Application Terms and Categories

After students fill out as much as they can of the **Student Handbook pages 84-86, Sample Application**, use the following to guide your explanation of the areas students may not understand. Be sure to address all the terms with asterisks, and any others students have a question about as time allows.

### GENERAL INFORMATION

#### \*SOCIAL SECURITY NUMBER

Your employer has to report your earnings to the government. This is the number they use to keep track (and it connects to lots of other info about you as well).

#### DAYS/HOURS AVAILABLE FOR WORK

Knowing what days and hours you can work will help the employer figure out your schedule. Think about your after-school obligations, whether you can work weekends, etc. Are you looking for full-time work? Part-time? Seasonal? (Summers and holidays.) As a student, you are most likely looking for part-time, or summer and holiday work.

#### \*WORK EXPERIENCE

The employer wants to know where you have worked before and why you left. If applicable, list your most recent job first. You may include non-paid and volunteer work as long as you say that's what it is. For each job, include information such as why you left and contact information for former employers and/or coworkers that you say are OK to call. If you don't have formal work experience, but have babysat or done lawn care regularly, you should list those clients as references.

Note that some applications ask, "May we contact your present employer?" In what situations would it be OK to do this? (Your employer knows that you're about to go off to college and are looking for work in a new location, for example.) In what situations would it not be OK? (Your employer doesn't know you're looking for work, so you would want to wait to tell him/her until a new job has been offered.)

#### \*REFERENCES

A reference is a person, such as an employer, teacher, or other person who knows you well (not including relatives), who can tell your potential employer about you as a worker and tell what you're like as a person. When deciding who to list as a reference, think about who knows you best. Who are the best people to use as references? What's the difference between a personal and professional reference? Don't forget to ask your references if it's OK!

#### EDUCATION & TRAINING

Employers want to know the name of your high school, where it is located (city and state), whether you graduated, and your grade point average (GPA). Since you've not graduated high school yet, you don't need to fill in information beyond high school. You may want to include the date you expect to graduate,

so employers know you're planning on finishing your degree. In the section titled College write "N/A" for "not applicable."

If you're applying for an office position, the employer wants to know if you can type and at what speed or "words per minute" (WPM). If you've taken a keyboarding course, you may already know your WPM. If not, you can find free typing tests on the Internet that will calculate this for you. 10-key (sight or touch) refers to a calculator described by its 10 number keys. The employer will also want to know your computer skills, including the types of software you are skilled at using, such as word processing and spreadsheets.

#### **\*ADDITIONAL EMPLOYMENT HISTORY INQUIRIES**

Employers want to know if you've ever been fired from a job, and if yes, why. If you have been fired, give a clear and brief explanation. Save the details for the interview.

All applications will ask whether you have a criminal record. Traffic tickets don't count. Only convictions count, not arrests. If you're picked up, booked, put in jail, etc., because you're suspected of committing a crime, that's an arrest. A conviction means you were actually found guilty. Since you're "innocent until proven guilty," an employer shouldn't hold an arrest against you if you weren't convicted, and you don't have to include an arrest on your application if the question is, "Have you ever been convicted of a crime?"

Some applications may have other specific instructions, like "felony crime or theft-related misdemeanor in the last seven years" or "do not include crimes that have been expunged, sealed, impounded, or annulled."

Discussion should include why an employer would be interested in your criminal record, and how to answer this if you've been convicted of a crime. (Truthfully, but as with "Have you ever been fired?," it's better to save the gory details for an in-person interview.)

#### **PERMISSION TO WORK**

If you are a non-U.S. citizen who wants to work in the U.S., you need government permission.

#### **REFERRAL SOURCE**

The employer wants to know how you heard about the job. You may have simply walked into the store (or other business) from the street. Or, you may have seen an ad in the newspaper or online. Or, perhaps you know someone who works for the company. Knowing a great employee can improve your chances of getting hired. (Knowing a lousy employee might hurt your chances, too; an employer might worry that "birds of a feather flock together.")

#### **\*ADDITIONAL QUESTIONS**

There are other things an employer wants to know about you, such as your strengths and why you want this job. This is your opportunity to show them why they should hire you. Think about this in advance and jot down some notes beforehand. Take advantage of this opportunity to show how great you are.

## **Job Application Tips**

- Read and follow instructions carefully.
- Bring all the information you need with you (including FAQ sheet).
- Write clearly and neatly.
- Fill in all the blanks. If something doesn't apply to you, write N/A for "not applicable."
- Try not to give specific salary requirements – you don't want to ask for too much or too little.
- Don't lie. If something in your past makes you look bad, write the minimum and save the details for your interview.
- Proofread your application before you turn it in to be sure you didn't make any mistakes.
- Dress neatly when going to pick up an application.
- Ask politely for an application and say, "Thank you."
- Don't bring a friend with you, or if you do, have him or her wait outside.

Source: Partially adapted from [http://www.quintcareers.com/job\\_applications.html](http://www.quintcareers.com/job_applications.html)

## SAMPLE APPLICATION

**GAP INC. GAP BANANA REPUBLIC OLD NAVY FORTH & TOWNE**  
 An Equal Opportunity Employer

### EMPLOYMENT INFORMATION

**General Information.** Please complete all requested information. Use ink and print.

Location/Store #			Today's Date	Position Desired																			
Name (Last)	(First)	(Middle)	Minimum Salary Desired				Date Available For Work																
Social Security Number			I am interested in: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Seasonal 30–40 hrs. per week      0–29 hrs. per week      Holiday/Summer																				
Street Address			Are you at least 18 years old? <input type="checkbox"/> Yes <input type="checkbox"/> No      If you are under 18, you may be required Are you at least 16 years old? <input type="checkbox"/> Yes <input type="checkbox"/> No      to provide a work permit prior to working.																				
City	State	Zip	Please indicate the hours you are available to work during both day and evening (i.e., 2–4 p.m., 6–10 p.m.)																				
Telephone (Home)	Telephone (Cell)	Email	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>TH</th> <th>F</th> <th>S</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <small>Note: Should your availability change, it is your responsibility to notify your supervisor</small>							S	M	T	W	TH	F	S							
S	M	T	W	TH	F	S																	
If you have worked for our company before (Gap, Banana Republic, Old Navy, Forth & Towne, Outlet, Factory Stores), state where, when, final position, and reason for leaving.  Have you ever applied to our company before? If yes, where?			Do you have any relatives now employed by our company? <input type="checkbox"/> Yes <input type="checkbox"/> No <small>If yes, identify by name(s), position and location:</small>																				

**Work Experience.** List your previous experience, beginning with your current or most recent position.

Employer			Starting Position			Starting Salary							
Street Address			City	State	Zip	Most Recent Position			Most Recent Salary				
Phone	Supervisor	Name/Title			Duties								
Reason For Leaving			Dates of Employment			Start: Month	Year	End: Month			Year		
Employer			Starting Position			Starting Salary							
Street Address			City	State	Zip	Most Recent Position			Most Recent Salary				
Phone	Supervisor	Name/Title			Duties								
Reason For Leaving			Dates of Employment			Start: Month	Year	End: Month			Year		
Employer			Starting Position			Starting Salary							
Street Address			City	State	Zip	Most Recent Position			Most Recent Salary				
Phone	Supervisor	Name/Title			Duties								
Reason For Leaving			Dates of Employment			Start: Month	Year	End: Month			Year		

**References.** Individuals not related to you. Business references preferred.

Reference		Street Address	City	State
Phone	Email	Job Title	How Acquainted and For How Long	
Reference		Street Address	City	State
Phone	Email	Job Title	How Acquainted and For How Long	
Reference		Street Address	City	State
Phone	Email	Job Title	How Acquainted and For How Long	

**Education & Training:** Please include name, street, city, state and zip code for each school.

School	Address (include city & state)	Number of Years Completed	Degree	Type of Course/Major
College				
High School				
Additional Training				
Foreign languages?		Spoken Fluently?		
For office positions, indicate the job skills which you have performed: <input type="checkbox"/> Typing _____ WPM <input type="checkbox"/> 10-key By Touch By Sight (Circle One)				
Computer/Software				
Other				

#### Additional Employment History Inquiries

Have you ever been dismissed or forced to resign from any employment? If yes, please explain:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you been convicted of a felony crime or theft-related misdemeanor within the last 7 years that has not been expunged, sealed, impounded or annulled? (In California only: Do not answer yes if you were referred to or participated in a diversion program, or if your conviction was solely for a marijuana-related offense more than 2 years old.) If yes, state details: Convictions will not necessarily disqualify applicant; each case is considered individually.	<input type="checkbox"/> Yes <input type="checkbox"/> No

#### Permission to Work

Are you legally authorized to work in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No
Will you now or in the future require sponsorship for employment visa status (e.g., H1-B status)? <input type="checkbox"/> Yes <input type="checkbox"/> No

#### Referral Source

<input type="checkbox"/> Walk-in Applicant <input type="checkbox"/> Newspaper Ad <input type="checkbox"/> Employee Referral (Name) _____
<input type="checkbox"/> Community Organization (Name) _____ <input type="checkbox"/> School/College _____
<input type="checkbox"/> Website (Name) _____ <input type="checkbox"/> Other (Please List) _____

### **Additional Questions**

Why are you interested in working for our company?

What strengths would you bring to our company?

What didn't you like about your previous jobs?

**NOTICE TO APPLICANTS IN MARYLAND:** UNDER MARYLAND LAW, AN EMPLOYER MAY NOT REQUIRE OR DEMAND THAT AN INDIVIDUAL TAKE A LIE DETECTOR OR SIMILAR TEST AS A CONDITION OF EMPLOYMENT OR CONTINUED EMPLOYMENT. AN EMPLOYER WHO VIOLATES THIS LAW IS GUILTY OF A MISDEMEANOR AND SUBJECT TO A FINE NOT EXCEEDING \$100.

**NOTICE TO APPLICANTS IN MASSACHUSETTS:** IT IS UNLAWFUL IN MASSACHUSETTS TO REQUIRE OR ADMINISTER A LIE DETECTOR TEST AS A CONDITION OF EMPLOYMENT OR CONTINUED EMPLOYMENT. AN EMPLOYER WHO VIOLATES THIS LAW SHALL BE SUBJECT TO CRIMINAL PENALTIES AND CIVIL LIABILITY.

### **Applicant's Statement**

If I am employed, I agree to abide by the rules and regulations of the Company. I understand that my employment is at-will. This means that I do not have a contract of employment for any particular duration or limiting the grounds for my termination in any way. I am free to resign at any time. Similarly, Gap Inc. is free to terminate my employment at any time for any reason. I understand that while personnel policies, programs and procedures may exist and be changed from time to time, the only time my at-will status could be changed is if I were to enter into an express written contract with Gap Inc. explicitly promising me job security, containing the words "this is an express contract of employment" and signed by an officer of Gap Inc. The above language contains our entire agreement about my at-will status and supercedes any past, future, or oral side agreements.

All of the information I have supplied in this application is a true and complete statement of the facts, and if employed, any false statement or omission could result in immediate dismissal. I understand that Gap may share the information contained in this application with other Gap employees for employment and administrative purposes and hereby consent to such transfer. I authorize you to contact my references, as well as current and previous employers, to obtain information on my work history and qualifications for employment.

Signature

Date

This application will only be considered for three months. If you have not been hired within three months of filling out this application and you wish to continue to be considered for employment, you must fill out another application.

Applying for a job  
is easier if you have  
all of the info at  
your fingertips. Use  
this form to prepare.



## JOB APPLICATION FAQS

Answer each question below. If something doesn't apply to you, write N/A for "not applicable." Use your neatest handwriting.

### PERSONAL INFORMATION

Your name: \_\_\_\_\_

Social security #: [This info should not be written down at school, but do take this number with you when you apply for a job.]

E-mail address: \_\_\_\_\_

Phone: \_\_\_\_\_

Home address: \_\_\_\_\_ (street)

\_\_\_\_\_ (city, state, zip)

How long have you lived at this address? \_\_\_\_\_ years

Previous address: \_\_\_\_\_ (street)

\_\_\_\_\_ (city, state, zip)

How long did you live at this address? \_\_\_\_\_ years

### WORK HOURS

Check the days and write the times you can work.

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

Sunday \_\_\_\_\_

### EDUCATION

Name of High School: \_\_\_\_\_

Address: \_\_\_\_\_

### EMPLOYMENT HISTORY

List last job first. Please include any non-paid/volunteer jobs or experiences.

Name of employer: \_\_\_\_\_ (person or company)

Address: \_\_\_\_\_ (street)  
\_\_\_\_\_ (city, state, zip)

Phone: \_\_\_\_\_ (include area code)

E-mail: \_\_\_\_\_

Supervisor's name and title: \_\_\_\_\_

Dates worked: from \_\_\_\_\_ to \_\_\_\_\_

Responsibilities: \_\_\_\_\_  
\_\_\_\_\_

Name of employer: \_\_\_\_\_ (person or company)

Address: \_\_\_\_\_ (street)  
\_\_\_\_\_ (city, state, zip)

Phone: \_\_\_\_\_ (include area code)

E-mail: \_\_\_\_\_

Supervisor's name and title: \_\_\_\_\_

Dates worked: from \_\_\_\_\_ to \_\_\_\_\_

Responsibilities: \_\_\_\_\_  
\_\_\_\_\_

### REFERENCES

List people your employer can call to find out how responsible you are.

Name 1: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Relationship: \_\_\_\_\_

Name 2: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Relationship: \_\_\_\_\_

## Interview Basics

### The **BIG** Idea

- How can I prepare for a job interview?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Interview Challenge Quiz & Tips (10 minutes)
- II. What Employers Really Want to Know! (20 minutes)
- III. Wrap Up: My Strengths & Skills (15 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 87, Interview Challenge Quiz
- Student Handbook page 88, Job Interview Tips
- Student Handbook page 89, Typical Interview Questions
- Student Handbook page 90, Job Ads
- Student Handbook page 91, Strengths & Skills Checklist

#### FACILITATOR RESOURCE PAGES:

- Facilitator Resource 1, Answers to Interview Challenge Quiz
- Facilitator Resource 2, Interview Questions Discussion Points

### OBJECTIVES

During this lesson, the student(s) will:

- Recognize appropriate interview etiquette, including dress, behavior, punctuality, etc.
- Brainstorm qualities all employers look for in an applicant.
- Identify personal strengths and accomplishments as they relate to specific jobs.
- Consider typical interview questions and how to answer them.

## OVERVIEW

The lesson begins with students testing their interview smarts by taking a quiz about interview behavior. Students then review and discuss typical interview questions. Finally, they examine various job ads, select one that's right for them, and identify skills and strengths required for the job and evidence that they possess those skills.

## PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make transparencies of the following pages:
  - **Student Handbook page 90, Job Ads**
  - **Student Handbook page 91, Strengths & Skills Checklist**

## BACKGROUND INFORMATION

Nearly everyone is nervous before a job interview. Preparation, practice, and knowing what to expect can help reduce anxiety. According to career counselors, it is not unusual for teens to feel nervous and shy during interviews. Unfortunately, nervousness can come across to potential employers as a lack of self-confidence. Shyness may also be interpreted as a lack of interest or enthusiasm for the job. Familiarizing teens with what to expect during an interview, typical questions employers ask, and appropriate behavior and etiquette, will help them feel more confident.

## VOCABULARY .....

**Applicant:** A person who is applying for a job.

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

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

**Interview:** A meeting for a job in which a person is asked questions.

**Interviewee:** A person interviewing for a job.

## IMPLEMENTATION OPTIONS .....

You may want to add more time to any one of the activities based on student need and interest.

## ACTIVITY STEPS

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### I. Warm Up: Interview Challenge Quiz & Tips (10 minutes)

1. **SAY SOMETHING LIKE:** Last week, you learned how to complete a job application. The purpose of the application is to provide a potential employer with a picture of who you are and why you might be a good employee. If your application shows you might be a match for the job, you will likely be invited to interview for the position. This is the employer's chance to learn more about you, and your chance to learn more about the job. Interview skills are useful whether you're applying to college, volunteering, or looking for your first part-time job.

Today, we're going to talk about two important parts of the interview:

- Etiquette (how to behave)
- Interview questions (what will be asked, and how to answer so the interviewer knows what a great employee you would make)

Let's find out how much you already know about interviewing.

2. [Have students turn to **Student Handbook page 87, Interview Challenge Quiz**. Give them five minutes to complete the quiz. Then use **Facilitator Resource 1, Answers to Interview Challenge Quiz** to review their responses and discuss each answer.]
3. [After completing the quiz, invite the class to review the **Student Handbook page 88, Job Interview Tips**, which reiterates some of the tips in the quiz and more.]

### II. What Employers Really Want to Know! (20 minutes)

1. **SAY SOMETHING LIKE:** Now that we've discussed what to wear to an interview, and how to behave, it's time to get to the heart of the matter — what the employer really wants to know about you. You may be surprised to learn that many employers — no matter what the job is — ask the same types of interview questions. Knowing in advance what you may be asked means you can prepare for the interview by reviewing the questions and considering how you will answer them.
2. [Ask students what questions they think an employer might ask during an interview. After they respond, direct them to turn to **Student Handbook page 89, Typical Interview Questions**. Review each question with students to be sure they understand what each is asking. Refer to **Facilitator Resource 2, Interview Questions Discussion Points** to guide you in helping students understand some of the questions. Explain that

in an interview, it's important to answer questions directly, clearly, and honestly. Their responses should involve more than just a simple yes or no, but they shouldn't go on and on.]

- [After reviewing the questions, point out that while preparing answers in their head or writing them down is helpful because it gives them confidence during the interview, it's not necessary to memorize their answers. The goal is to sound natural, not like they're reciting something they practiced over and over.]

### III. Wrap Up: My Strengths & Skills (15 minutes)

- SAY SOMETHING LIKE:** Today you have explored some important strategies that will lead to successful interviews and will help you land great jobs now and in your future. Remember that as part of the interview preparation, you are encouraged to consider your strengths, abilities and accomplishments as they relate to positions you're interviewing for. Thinking about these things before the interview will help you highlight your best qualities once you're there.
- [Refer students to **Student Handbook page 90, Job Ads**. Give them a few minutes to review the ads and circle the one that interests them the most, and for which they believe they are best qualified.]
- SAY SOMETHING LIKE:** Different jobs require different skills. For some jobs, you need to be good at interacting with people. Other jobs require specialized knowledge in a particular area, like computers. Still others involve teaching new skills to people. All jobs require you to work hard and to show up on time.

[Help students connect skills to jobs by asking a few guiding questions, such as these:

- What are some jobs that involve working with the public?
- Which jobs involve teaching new skills to others?
- In which jobs would some sort of specialized knowledge be helpful?]

- SAY SOMETHING LIKE:** Next week each of you will get a chance to try out your interviewing skills by taking part in a "mock interview" for the job you selected in step 2. To get ready for the big day, start thinking about what makes you qualified for the job — your skills and strengths.

[To assist with this exercise, have students use **Student Handbook page 91, Strengths & Skills Checklist** to identify skills they think they need to do the job they circled on

**Student Handbook page 90, Job Ads.** After they identify the necessary skills and/or strengths, instruct them to choose two of the skills and/or strengths, and describe how they've demonstrated those before. You may provide an example, such as if the job requires you to "show up for work every day, on time," you might point out that you missed only three days of school last year and were never tardy.]

5. [Remind students that next week each person will have a chance to be interviewed by one of their classmates for the job they've selected. They should be dressed as if this interview were for an actual job. Finally, suggest to students that as part of their preparation, they should spend time reviewing **Student Handbook page 89, Typical Interview Questions.**]

## Answers to Interview Challenge Quiz

### 1. When interviewing for a job you should:

The answer is A: Look the interviewer in the eyes.

Explanation: It's important to make good eye contact with your interviewer. It shows that you're confident and serious about the position. Making eye contact, along with showing enthusiasm for the job, company, or industry, is rated by employers as the most important keys to successful interviews. Speaking clearly (and loudly enough) is also very important.

Source: [http://www.quintcareers.com/interview\\_ans7.html](http://www.quintcareers.com/interview_ans7.html)

### 2. True or False: It's OK to wear jeans and a T-shirt to an interview since I'm a teenager.

The answer is B: False

Explanation: Appearance is more important than you may think. While skills, experience, and other qualifications are key, so too is your dress and grooming. Knowing the culture of the place where you're applying can be very helpful. For example, piercings might be acceptable at music stores and trendy clothing shops. When in doubt, be conservative. The rule is to "dress up" a level from the clothes you'd wear to work every day. For example, if the job requires jeans and a T-shirt, wear khakis and a dressier shirt or sweater to the interview. By appearing professional, you are letting the interviewer know that you are serious about the job. Here are some tips for how to dress for an interview:

- clean and polished dress shoes
- well-groomed hairstyle
- clean and trimmed fingernails
- little or no cologne or perfume
- no visible body piercing beyond ear piercing for women
- well-brushed teeth and fresh breath
- no gum, candy, or other objects in your mouth
- minimal jewelry
- no body odor

### 3. When should you arrive to an interview?

The answer is C: 10 minutes early.

Explanation: Plan to arrive 10 minutes before your interview. Ten minutes gives you extra time for unexpected events, such as traffic. It also provides time to complete an application, if needed. If you arrive early, and there is nothing to fill out, take the time to relax and collect your thoughts. Before interview day, make sure you know the exact location of the meeting by taking a practice run.

**4. True or False: Play up previous jobs even if they're babysitting or lawn-mowing**

The answer is A: True

Explanation: Since you're a young person, you probably have not held many jobs yet, so mentioning any prior experience — no matter what it is — is a good thing. Previous jobs, from babysitting to delivering newspapers, reveal to an employer key qualities like work ethic, responsibility, and promptness — traits important to all jobs. In the process of explaining your previous jobs, you should describe for the employer how you believe your skills apply to the job you're interviewing for. For example, if the job requires physical labor, then your work mowing lawns would be very relevant.

**5. If the employer asks if you have any questions, you should...**

The answer is A: Ask questions because it shows that you've researched the position and are interested in the job.

Explanation: Near the end of most job interviews, the interviewer will ask if you have any questions. It is important that you ask at least one question because it shows the interviewer that you're interested and enthusiastic. If you ask specific questions about the company, it shows that you've done your research. Don't ask too many questions, especially if the answer is very obvious or the topic has already been discussed during the interview. Questions should not be about salary and benefits until those subjects are raised by the employer.

## **Interview Questions Discussion Points**

Below is a sampling of typical interview questions and some information and insight to share with the class about how they can best answer these questions.

**Q:** How would you describe yourself?

**A:** This is usually the first question an interviewer asks. Because it is open-ended, it is your chance to shine. Take the opportunity to introduce your qualifications and good work habits. Use positive, work-oriented adjectives, like conscientious, hard-working, honest, and courteous.

**Q:** How has your high school experience prepared you for this job?

**A:** Toot your horn! Talk about the skills you've gained in high school — including extracurricular activities — especially those that match the job description.

**Q:** Why should I hire you?

**A:** Emphasize your qualities as they are related to the job. Include compliments you've received from previous jobs (even if just babysitting or lawn-mowing) or in school.

**Q:** What skills and strengths make you qualified for this job?

**A:** Point out skills and strengths that are directly related to the job.

**Q:** What past accomplishments have given you satisfaction?

**A:** Describe one to three projects, either from school or extracurricular activities, which make you proud. Focus on what you did more than the reward. For example, if you won a science fair, focus on the project you made and how you did it, and less on the fact that you won.

**Q:** Why do you want to work for our company?

**A:** To answer this one, research the company before the interview. Your answer should reflect that you've done your research. Rather than say, "Because it's a great company," tell them why you think it's a great company.

**Q:** In what kind of work environment are you most comfortable?

**A:** Consider where you'll be working when answering this question. For example, if the job is a

sales associate at a popular clothing store where you will be helping customers, putting away clothing, ringing up sales, etc., say that you enjoy working with people.

**Q:** How do you handle stress?

**A:** It's honest to admit that you do feel pressure and stress some times, but express that you find positive ways to handle the stress, like exercising after school or listening to your favorite music.

**Q:** What major challenge have you faced and how did you deal with it?

**A:** The interviewer is looking for an example of how you solve problems, an important skill in most jobs. Caution students not to use this question as an opportunity to complain about a bad boss or mean teacher from the past. Focus on what you learned from the challenge, rather than the circumstances of the challenge itself.

## Interview Challenge Quiz

Circle the correct answer for each question.

1. When interviewing for a job you should:
  - a. Look the interviewer in the eyes.
  - b. Look at the interviewer, but not directly in the eyes because it's rude.
  - c. Don't look at the interviewer at all.
  
2. True or False: It's OK to wear jeans and a T-shirt to an interview since I'm a teenager.
  - a. True
  - b. False
  
3. When should you arrive to an interview?
  - a. 1 hour early
  - b. 30 minutes early
  - c. 10 minutes early
  - d. 10 minutes late
  
4. True or False: Play up previous jobs even if they're babysitting or lawn-mowing.
  - a. True
  - b. False
  
5. If the employer asks if you have any questions, you should:
  - a. Say no because it's rude to take up his or her time.
  - b. Ask questions because it shows that you've researched the position and are interested in the job.

## **Job Interview Tips**

- Take a practice trip to the interview site.
- Research and know the job you're interviewing for and the company where you're interviewing.
- Ask friends and family members to conduct practice interviews with you.
- Dress nicely and appear well groomed.
- Arrive 10 minutes early to the interview.
- Greet the interviewer by title and name (Ms. Gomez).
- Shake hands firmly.
- Make eye contact with your interviewer.
- Show enthusiasm and interest by asking questions.
- Emphasize your strengths, skills, and achievements.
- Emphasize the previous experiences that demonstrate your ability to do the job.
- After the interview, write a thank-you note.

## Typical Interview Questions

Review these questions as you prepare for job interviews.

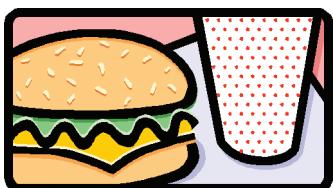
- How would you describe yourself?
- How has your high school experience prepared you for this job?
- Why should I hire you?
- What skills and strengths make you qualified for this job?
- What past accomplishments have given you satisfaction?
- Why do you want to work for our company?
- In what kind of work environment are you most comfortable? (for example: sitting at a desk, working outside)
- How do you handle stress?
- What major challenge have you faced and how did you deal with it?

Questions excerpted from “The Interview Guide,” Rice University Center for Student Professional Development, <http://cspd.rice.edu>

## Job Ads

Circle the job that interests you the most and that you think you are best qualified for.

### Cashier Wanted



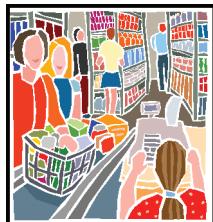
**Cashier Wanted:** Fast food chain is looking for a part-time cashier to work in a fast-paced, people-oriented environment. If you enjoy people, and are reliable and detail-oriented, we want you!

### Join our Team!



Come join the team at the **Book & Music Mega Store**. As a part-time sales associate, you help customers select books and music to fit their needs and interests. We are looking for someone who works well in a fast-paced environment, likes to help people, enjoys team work, and is motivated to sell.

### Stock Clerk Needed



**Part-time Stock Clerk:** Central City Supermarket is looking for a conscientious and honest person to help with stocking products. You must be strong and able-bodied to do this job.

### Part-Time Instructor



Are you the creative type? Do you enjoy helping others express their creativity? **Paint-It-Yourself Pottery Shop** is currently looking for a part-time instructor to teach afternoon and weekend classes. High school students welcome!

### Boys & Girls After-school Program



The **Boys & Girls After-school Program** is searching for a part-time assistant coach who plays sports and enjoys helping children. Athletic, reliable, and energetic individuals are encouraged to apply.

### Hospital Volunteers



**Wellville Hospital** is seeking volunteers. Help us make our patients' stays as comfortable as possible. Responsibilities include delivering flowers to rooms, wheeling the book cart to patients, refilling water pitchers, and just providing a smile.

Do you have the skills employers want? Use this page to show what you're great at.

## Strengths & Skills Checklist

Choose the job that you'd most enjoy doing. Then check the skills that you think you need to do this job.



I'm applying for \_\_\_\_\_ (name job).

### A. Workplace Skills

- Show up for work every day, on time.
- Work hard.
- Finish what you start.
- Stay calm when things are busy.
- Manage lots of things at once.

### B. People Skills

- Be Kind.
- Understand how someone else is feeling.
- Treat customers politely.
- Get along with all kinds of people.

### C. Job-Specific Skills

- Great with kids.
- Good at explaining things step by step.
- Good at selling things.
- Good at helping people choose gifts.
- Good at sports.
- Understanding of people who are sick or disabled.
- Strong.
- Creative.
- Know a lot about books.
- Know a lot about music.
- Read written instructions.
- Able to make change.

Choose two skills or strengths that you checked and write about how you've shown those skills before.

1. Skill or strength: \_\_\_\_\_

How I've demonstrated this skill or strength: \_\_\_\_\_

2. Skill or strength: \_\_\_\_\_

How I've demonstrated this skill or strength: \_\_\_\_\_



**Interview Practice****The BIG Idea**

- How can I improve my interviewing skills?

**AGENDA**

Approx. 45 minutes

- I. Warm Up: Interviewing is a Two-Way Street (5 minutes)
- II. Model Interview (5 minutes)
- III. Mock Interviews & Debriefings (30 minutes)
- IV. Wrap Up: How Did I Do? (5 minutes)

**MATERIALS** **STUDENT HANDBOOK PAGES:**

- Student Handbook page 92, Good Questions to Ask Interviewers
- Student Handbook page 93, Interview Evaluation Checklist
- Student Handbook page 94, How Did I Do?
- Student Handbook page 89, Typical Interview Questions (from previous lesson)

**OBJECTIVES**

During this lesson, the student(s) will:

- Generate questions to ask during an interview.
- Use mock interviews to highlight experience and skills.
- Evaluate and critique peer interviews.

## OVERVIEW

The lesson opens with students discovering that a job interview is a two-way street; it's not enough that the employer wants to hire them — they also need to think about whether the job is right for them. To reinforce this idea, students generate a few questions to ask their potential employers during mock interviews. After observing the teacher model an interview, students participate in mock interviews and debrief as a class afterwards. The lesson concludes with students identifying their interviewing strengths, and one area they'd like to improve.

## PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make transparencies of the following pages:
  - **Student Handbook page 92, Good Questions to Ask Interviewers**
- For **Activity III, Mock Interviews**, select a volunteer to play the part of “interviewer” in a model interview with you in which you'll play the interviewee. Prior to class, provide the volunteer with **Student Handbook page 89, Typical Interview Questions** from last week's lesson with three or four questions highlighted that you want him/her to ask you. Add as a final question: “What questions do you have for me?” Explain that she/he will ask these questions during the interview and you will answer them.

## BACKGROUND INFORMATION

Regardless of how confident and qualified a job candidate might be, it's essential that he or she knows how to interview. The interview is the critical moment in the job-search process; it's the moment when the candidate can clinch the deal by convincing the employer that he or she is the perfect person for the position. How a candidate performs during an interview — from a firm hand shake to answering questions clearly and succinctly — can make all the difference in landing the job. Performing well in an interview requires skill and confidence, and the only way to get better is to practice, practice, practice.

## VOCABULARY .....

(This vocabulary was previously introduced in Interview Basics.)

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

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

**Interview:** A meeting for a job in which a person is asked questions.

**Interviewee:** A person interviewing for a job.

## IMPLEMENTATION OPTIONS .....

If you feel students will not be able to handle the paired interviews in **Activity III, Mock Interviews and Debriefings**, invite volunteer pairs to role-play two interviews for the whole class. Then, have all students use **Student Handbook page 93, Interview Evaluation Checklist** to evaluate interviewees. If you choose this option, you may omit **Student Handbook page 94, How Did I Do?**

## ACTIVITY STEPS

### I. Warm Up: Interviewing is a Two-Way Street (5 minutes)

1. [Welcome students to class, complimenting them on their business attire.]

**SAY SOMETHING LIKE:** We're going to spend most of today practicing our interview skills. Each of you will have a chance to play the part of the person looking for a job – the interviewee – as well as the person asking the questions – the interviewer.

Before we begin, I want you to consider this question. Up until now, we've been thinking about how to convince the interviewer that she should hire you. But interviewing is a two-way street. How do you figure out if the job is a good match for you? You want to find out if the job matches your skills, and if you like the environment where you'll be working. To find out, ask questions.

2. **SAY SOMETHING LIKE:** Near the end of most interviews, the interviewer will probably ask if you have any questions. This is a chance for you to learn more about the job. It is also an opportunity for you to show your interest in and enthusiasm for the position. So, clearly, you should be prepared to ask at least a couple of questions.
3. [Point out that there are certain questions NOT to ask in an interview. Prompt students to brainstorm what these may be. If no one comes up with any, tell students that they should not ask questions like: "How much money will I make?" or "How much vacation time do I get?" or "How long is the lunch break?" Additionally, they shouldn't ask questions that are obvious, or ones that already were answered in the interview. Doing so will make it seem as if they hadn't been listening or paying attention.]
4. [Share with students **Student Handbook page 92, Good Questions to Ask Interviewers** for examples of questions that demonstrate interest in the job and the company. Invite students to think about the job ads they chose in last week's lesson (**Lesson 3: Interview Basics**), and jot down two questions to ask their potential employers.]

### II. Model Interview (5 minutes)

1. [Invite your pre-selected volunteer (see **PREPARATION**) to come up front with a copy of **Student Handbook page 89, Typical Interview Questions** from last week's lesson (**Interview Basics**). Tell the class that you (the Facilitator) are a job candidate going on an interview and that (student's name) is the employer who will be interviewing you.]

Tell them that their job will be to evaluate how well you do.]

2. [To help them evaluate the interview, and to be aware of what to do and what not to do during an interview, have students use **Student Handbook page 93, Interview Evaluation Checklist**. Give them a minute to review it before you begin your interview.]
3. [Have the volunteer sit behind your desk. Leave the room and come back in. Walk up confidently, firmly shake the “employer’s” hand, smile, and say, “Good morning, Mr./ Ms. (student’s last name). I’m looking forward to learning about the job.” Be sure to make eye contact.]
4. [Perform the interview, answering each question clearly and succinctly. Maintain eye contact and smile. When the “employer” asks if you have any questions, say, “What are my day-to-day responsibilities in this job?” End the interview at this point.]
5. [Review **Student Handbook page 93, Interview Evaluation Checklist** with students and discuss whether or not you followed each one. This checklist shows how they will be evaluated during their interviews.]

### III. Mock Interviews & Debriefings (30 minutes)

1. **SAY SOMETHING LIKE:** In our last session, you selected a job that interested you and for which you believe you are well-qualified. You identified the skills required for the position, and noted how you have shown some of these skills. Today you and a partner will take turns interviewing each other for these jobs, keeping in mind your skills and strengths. [See **IMPLEMENTATION OPTIONS** if working in pairs is not practical in your classroom.]
2. [Pair up students and assign each student in the pair the letter A or B. Tell the class that the Bs will interview the As for the first round. Encourage students to take a minute or two to review **Student Handbook page 91, Strengths & Skills Checklist** from last week’s lesson. Then have them use **Student Handbook page 89, Typical Interview Questions** to conduct the interview. As a last question, direct them to ask, “Do you have any questions?”]
3. [After the interview, allow a couple minutes for the Bs to evaluate the As by completing **Student Handbook page 93, Interview Evaluation Checklist**.]

4. [Debrief as a class (students may remain seated where they are). Have the As share how they felt while they were being interviewed. If they need prompting, ask, “What was the hardest part of the interview?”, and “What did you find easy?” Then ask the Bs to share their critiques. Again, if prompting is necessary, you may ask, “What were your interviewee’s strengths?” and “What could she/he improve upon?”]
5. [Now reverse roles, and have As interview the Bs. Repeat steps 2-4.]

#### IV. Wrap Up: How Did I Do? (5 minutes)

1. **SAY SOMETHING LIKE:** Remember to follow up all interviews with a thank-you note. Thank-you notes allow you to reiterate your skills and interest in the position, as well as show off your writing skills. And, you never know, it may be the deciding factor for an employer. To be sure you’re using the correct name and title, ask for the interviewer’s business card before leaving the interview.
2. [Wrap up the lesson by having students complete **Student Handbook page 94, How Did I Do?** Instruct them to self-evaluate their interviews by responding to both prompts. If your class followed the implementation option for **Activity III, Mock Interviews and Debriefings**, refer to **IMPLEMENTATION OPTIONS** for this activity, too.]

## Good Questions to Ask Interviewers

Interviewing is a two-way street. Both you and the employer need to learn more about each other. Before going into an interview, think of the questions you may ask. Here are some examples.

- Could you describe the ideal candidate for this position?
- What are the day-to-day responsibilities of this job?
- What are some of the skills and abilities necessary for someone to succeed in this job?
- Who is my supervisor and how will he or she give me feedback on my work?
- Will my job responsibilities change over time?
- What are some of the things you like about working for this company?

Write two questions to ask in your interview.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Interview Evaluation Checklist

Check each statement that describes the interviewee's behavior. Add comments on the lines below.

During the interview, did the candidate ...

- Present a professional appearance
- Give a firm handshake
- Greet interviewer by title and name (e.g., Mr. Gomez)
- Make and maintain eye contact
- Speak clearly
- Answer all the questions
- Show confidence (smile)
- Discuss previous experiences as they relate to the job
- Describe strengths, skills, and/or achievements
- Ask good questions about the job
- Show enthusiasm for the job
- Say thank you at the end of the interview

Additional Comments:

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## How Did I Do?

Complete the self-evaluation by responding to the prompts.

1. Describe one thing you did really well as an interviewee.

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2. Describe one interviewing skill you'd like to improve.

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## Workplace Responsibilities

### The **BIG** Idea

- What are my responsibilities as an employee?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Work World (5 minutes)
- II. Workplace Skit and Discussion (10 minutes)
- III. Workplace Responsibilities (15 minutes)
- IV. What Every Teen Worker Needs to Know (Responsibilities) (10 minutes)
- V. Wrap Up (5 minutes)

### MATERIALS

**STUDENT HANDBOOK PAGES:**

- Student Handbook page 95, Case Study
- Student Handbook page 96, What Every Teen Worker Needs to Know (Responsibilities)
- Student Handbook pages 97-98, First Job

**FACILITATOR RESOURCE PAGES:**

- Facilitator Resource 1, Workplace Skit
- Chart paper and marker
- Cell phone
- Props for Workplace Skit (See **Facilitator Resource 1**)

### OBJECTIVES

During this lesson, the student(s) will:

- Discover that they have responsibilities in the workplace.
- Discern between correct, and incorrect, ways to act on the job.

## OVERVIEW

By the time students reach ninth grade, many will already have had jobs – babysitting, working in family businesses, mowing lawns or refereeing town recreation games. Others will experience the work world soon. Teenagers need to know how to behave in this new arena, and what their responsibilities are. This lesson will give them valuable information about the work world, and offer a safe haven in which to practice handling different workplace situations.

## PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make transparencies of the following pages:
  - **Student Handbook page 95, Case Study**
  - **Student Handbook page 96, What Every Teen Worker Needs to Know (Responsibilities)**
- Select a volunteer in advance to participate in the Workplace Skit in **Activity II**. Prior to class, explain to the volunteer that he/she will be playing the role of the employer, while you will be acting as the employee. During this skit you will be purposely demonstrating incorrect workplace behavior. The student's job is to try to stay calm and follow the script outlined on **Facilitator Resource 1, Workplace Skit**.
- Decide on how you want to group the students for **Activity III, Workplace Responsibilities**.
- If desired, have small prizes on hand to award for each group creating a complete set of rules in **Activity III**.

## BACKGROUND INFORMATION

Students entering the workforce may lack experience in workplace etiquette such as showing up on time, reporting absences, dressing appropriately, and limiting personal phone calls. They may also need coaching on workplace attitudes in order to recognize entry-level jobs as places to learn transferable skills and begin a work history. Finally, they may not be aware of employers' obligations toward them concerning issues like sexual harassment, wages, working hours,

and workmen's compensation. Teens may need help negotiating complicated employment issues as they work side by side with adults for the first time. (You'll find more about the rights of teen employees in the next lesson.)

For more information on the legal aspects of teen employment, please visit <http://www.osha.gov/SLTC/teenworkers/index.html>, and <http://www.youthrules.dol.gov>.

## IMPLEMENTATION OPTIONS .....

### **Activity III, Workplace Responsibilities:**

Make sure students know from the outset that the Case Study must be a school-appropriate business. If you feel this is going to be an issue, feel free to supply your students with several ideas from which to choose. (It may also be helpful to set a time limit for choosing a company name and type of business.)

If your students function poorly in groups, you may prefer to do this as a whole-class activity.

For lower-level learners, you can abbreviate the set-up: "You're a boss at such-and-such a company, and most of your workers are high school kids. Your job is to create a set of rules so that they know what's expected in the workplace."

Students who finish early may create a consequence for each rule they've created.

If you find this lesson takes less than a full class period, you may wish to present a scenario or two from next week's lesson. (Use the "Responsibility" scenarios with this lesson.) Read a scenario aloud and have teams brainstorm the best solution.

In **Activity II, Workplace Skit and Discussion**, feel free to improvise the skit as described on **Facilitator Resource 1, Workplace Skit**.

## ACTIVITY STEPS

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### I. Warm Up: Work World (5 minutes)

1. [Greet students and ask, by a show of hands, which students have ever had a job. Remind them that babysitting, mowing lawns, or walking a neighbor's dog counts. When hands go up, ask the "workers" what they liked and didn't like about their jobs. Were there certain things they had to do? Were there other things they couldn't do? How did they know what was, or wasn't, acceptable behavior?]

[When students have answered, use their responses to point out that when you have a job, certain things are required of you, and you must know what they are to succeed. In addition to fulfilling your obligations, you must also behave appropriately and be aware of how your actions will affect the other people in your workplace.]

### II. Workplace Skit and Discussion (10 minutes)

1. [Have a student volunteer act out the skit as described in **Facilitator Resource 1, Workplace Skit.** (See **PREPARATION.**) Explain to the class that you will be playing the role of employee, while the student will be playing the role of your boss. Ask the class to notice how you act during this skit and to take note of how your boss reacts.]
2. [After the skit, ask the students what they thought of your behavior. How did your behavior affect your boss? How might it have affected business? Ask students if they would have wanted to work with you.]

**SAY SOMETHING LIKE:** Because I was performing in a skit, I intentionally pushed my behavior to the limit. But people do things all the time at work that are similar. For example, when I told my boss that filing papers isn't my dream job, I made it obvious that I felt bored. How might a worker do this in real life? (sigh loudly, mutter under their breath, etc.)

And what about talking loudly on a cell phone? What are some things a worker might do that would give the boss the idea that they're not working very hard?" (take too many breaks, fool around, come back from lunch an hour late, etc.)

3. [Ask students to brainstorm other ways people might get into trouble at work, and quickly list these items on chart paper or the board.]

### III. Workplace Responsibilities (15 minutes)

1. **SAY SOMETHING LIKE:** In this next activity, I'd like you to take a look at the workplace from the employer's perspective.
2. [Group students in teams, and refer them to **Student Handbook page 95, Case Study**. Have students follow along as you read aloud. Their task is to come up with two rules for each category, one to correct the problem given as an example, and another to correct a similar problem – same category. Give groups a structure (for example, each person offers a suggestion in turn, in the order in which they're sitting) for accomplishing their work, perhaps having them select a recorder to take notes and a reporter to share their work with the class. Allow students five to 10 minutes to come up with a list of workplace rules. Teams who come up with eight rules (all must be reasonable, easy to understand, and easy to enforce) win a small prize.]
3. [As each team reports its results, other teams should review their own lists for similar items, so that no "rule" is heard more than once.]

### IV. What Every Teen Worker Needs to Know (Responsibilities) (10 minutes)

1. [Refer students to **Student Handbook page 96, What Every Teen Worker Needs to Know (Responsibilities)**. Ask them to read the items to identify any important issues they missed when creating their employee rules.

If your students' lists covered many of these points, congratulate them on having such a mature, clear grasp of the workplace. If not, use this opportunity to point out how valuable it is to think about workplace issues before you find yourself in the midst of one.]

2. [Direct students' attention to the questions at the bottom of the page, which require their opinions about workplace responsibilities. Have students complete the questions independently, then share their answers with a partner. Call on several pairs to share answers with the class.]

### V. Wrap Up (5 minutes)

1. [Express to students that there's something called "a good work ethic," which means doing your job to the best of your ability, and taking responsibility for your actions.]

2. **SAY SOMETHING LIKE:** Usually, if you have a good work ethic, you will succeed in the workplace. And if you don't, you won't. The workplace is serious business, and you are there to do a job. If you give your boss attitude and expect him/her to bend the rules for you, you're less likely to get promotions, raises, and a good recommendation – and you could end up out of a job.

[Prepare them for the possibility that employers are not always angels, either.]

**SAY SOMETHING LIKE:** Occasionally, there are employers who try to stretch the rules, because they think teenagers won't know when it's OK to say no. But if an employer asks you to do something dangerous, or inappropriate, it's your right to refuse. We'll talk more about an employer's responsibilities to you next week.

[And last, but not least, remind students that their rights and responsibilities may differ from job to job, so it's important to be clear on what the rules are in every new workplace.]

3. [Assign **Student Handbook pages 97-98, First Job**, as homework, to find out about the first work experiences of someone they know.]

## **Workplace Skit**

[Employee is sitting at his/her desk, drinking coffee, eating breakfast and is deeply involved in a personal phone call. The employer enters with a stack of papers.]

Employer (student): Good morning, Chris. It's good to see you today.

Employee (teacher): (Into Phone: Hold on a minute, my boss is here.)

Employer: I'd like you to file these applications alphabetically, using the applicants' last names.  
[Hand the employee the papers.]

Employee: [Sigh loudly and roll your eyes.] Sure, I'll get to them in a little bit. (Into Phone: OK, where were we?)

Employer: OK, just make sure that you get them filed within an hour. There are a lot of things I need you to do today.

Employee: Sure, no problem. [Goes back to phone conversation and puts feet up on top of desk.]  
[After an hour the employer comes back to check in on the employee. The employee is still reading from the paper.]

Employer: Chris, how is the filing coming along?

Employee: Well, I started to work on them, but then I got really bored so I decided to take a break. I mean filing papers isn't exactly my dream job.

Employer: Chris, I know that filing can be a little tedious at times, but it helps keep all of our records organized. OK, how many did you get done?

Employee: Um... I don't know about 20... I lost count. Oh, and you wanted me to file them by the person's first name, right?

Employer: [Shakes head.] No, they need to be filed by the applicant's last name.

## Case Study

Name of Business: \_\_\_\_\_

Type of Business: \_\_\_\_\_



The members of your team are the owners of a small business that has been open for just one year. The rest of your employees are high-school students who work part time and on weekends.

At first, you wanted to be the kind of boss who could easily relate to your employees, who are close to you in age. Now it seems like they're totally taking advantage of you – coming in late, spending too much time on the phone, and behaving unprofessionally.

In the left-hand column, there is a problem that has already been written into the boxes. Write down another problem that could come up relating to the same issue. Then in the right-hand column, create a rule that would solve both of these problems. Once you have finished filling in the chart, create a list of rules that can be handed out to new and current employees to let them know what you expect. Be prepared to explain how each rule will solve a problem you've been having.

PROBLEM	RULE TO SOLVE IT
<b>Work Schedule</b> Example: Employees arrive 15 minutes late.  Another scheduling problem: _____	
<b>Job Responsibilities</b> Example: The last employee at work is supposed to mop the floor before they leave. Nobody does this.  Another job responsibility problem: _____	
<b>Safety</b> Example: Employees store cardboard boxes next to the furnace. You're afraid there's going to be a fire.  Another safety problem: _____	
<b>Respect for Customers &amp; Coworkers</b> Example: Employees talk on their cell phones while waiting on customers.  Another respect problem: _____	

## What Every Teen Worker Needs to Know (Responsibilities)

Read the list of responsibilities. Then write your answers to the questions below.

Teen workers have the responsibility to:

- Ask questions, and/or request training, about how to perform the job.
- Show up on time and work assigned hours.
- Perform their assigned jobs.
- Be sober/drug free on the job.
- Call in sick if they're too ill to work.
- Follow employer's safety guidelines, and wear required protective clothing and equipment.
- Read workplace signs, and take an active role in keeping themselves safe.
- Treat coworkers and customers with courtesy and respect.
- Follow company rules and procedures.
- Work together to solve problems, and let employers know when help is needed.

1. Which responsibility above is meant to keep workers safe?

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2. Which responsibility would have the biggest impact on customer satisfaction?

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3. Which responsibility would contribute the most to making the business run smoothly?

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4. How are these responsibilities similar to (or different from) your responsibilities as a student?

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5. Which of these would you find hardest to do? Which would be easiest?

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## FIRST JOB

What does it feel like to get your first job? Interview someone to find out. Use the questions below to help you with your interview.

Name of person interviewed: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

1. What was their first job? How old were they when they got the job and how long did they work there?

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2. What were some of their responsibilities?

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3. What was their favorite thing about the job? Why?

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4. What was their least favorite thing about the job? Why?

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5. Did they make any mistakes at work, and if so, how did they handle them?

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6. What did they learn about being a good employee (worker)?

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7. What advice would this person give to someone entering the workforce for the first time?

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8. What, if anything, about this interview surprised you?

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9. Do you think that the advice you were given about entering the workforce was helpful? Why or why not?

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## Workplace Rights

### The **BIG** Idea

- What are my rights as an employee?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Work World Scenarios (10 minutes)
- II. Your Rights (15 minutes)
- III. What Should You Do? (15 minutes)
- IV. Wrap Up (5 minutes)

### MATERIALS

#### PORTFOLIO PAGES:

- Portfolio pages 31-33, Grade 9 Skills Checklist (Finding A Job skills only)

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 99, What Every Teen Worker Needs to Know: Rights & Responsibilities
- Student Handbook pages 100-102, What Should You Do?

#### FACILITATOR RESOURCE PAGES:

- Facilitator Resource 1, Work World Scenarios: Employee Rights
- Facilitator Resource 2, Work World Scenarios: Employee Rights (Answer Key)

#### Overhead projector or laptop & LCD projector

#### Container to hold slips for Activity I

### OBJECTIVES

During this activity, the student(s) will:

- Discover that they have rights, as well as responsibilities, in the workplace.
- Discern between correct, and incorrect, ways to act on the job.
- Practice making decisions they might encounter at work.

## OVERVIEW

In the previous lesson, students considered their responsibilities as employees. This lesson explores the other side of the employer-employee relationship, the rights of teen workers. First, individual students respond to hypothetical situations in the workplace. Next, they review **Student Handbook page 99, What Every Teen Worker Needs to Know: Rights and Responsibilities**, to see what rules apply. Finally, student teams consider additional workplace scenarios and come up with solutions, presenting their group's most difficult case to the class.

## PREPARATION

- List **THE BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- For **Activity I, Warm Up: Work World Scenarios**, write the following on the board:  
**Issue:**
  - What is the employee's right?
  - How can the problem be resolved?
- Make transparencies of the following pages:
  - **Student Handbook page 99, What Every Teen Worker Should Know: Rights & Responsibilities**
  - **Student Handbook pages 100-102, What Should You Do?**
- Review the information on the legal aspects of teen employment at <http://www.osha.gov/SLTC/teenworkers/index.html> and <http://www.youthrules.dol.gov/>.
- Be prepared to field any workplace questions that come up, including those pertaining to sexual harassment, and be aware of issues that may need to be referred to the guidance counselor. Note that laws re: minimum wage, etc., vary from state to state. It will be helpful to your students if you know the rules that apply to them.
- Cut **Facilitator Resource 1, Work World Scenarios: Employee Rights** into strips.
- For **Activity III, What Should You Do?**, consider how you'll split the class into teams.

## IMPLEMENTATION OPTIONS .....

Discussion in **Activity II, Your Rights**, may be shortened or lengthened to suit the needs of your students. (They'll have an opportunity to consider other workplace scenarios in **Activity III, What Should You Do?**.)

For any of the activities in this lesson, you may want to include role-playing productive ways to address and resolve workplace problems.

## ACTIVITY STEPS

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### I. Warm Up: Work World Scenarios (10 minutes)

1. **SAY SOMETHING LIKE:** Last week, we talked about your responsibilities as an employee (worker). This week, we're going to talk about your employer's (your boss's) responsibilities to you. As a worker, you have certain rights – things the government says your employer owes you. Today, we'll find out what some of those rights are.
2. [Place scenarios from **Facilitator Resource 1, Work World Scenarios: Employee Rights** into a hat or paper bag, and have a student draw a slip. Read the scenario aloud, dramatically, and refer students to these items listed on the board:

Issue:

What is the employee's right?

How can the problem be resolved?

Have students identify the issue and the employee's right in the situation. Then have them model how they might talk to the employer to resolve the problem. Use **Facilitator Resource 2, Work World Scenarios: Employee Rights (Answer Key)** for additional information about students' legal rights in each situation.]

3. **SAY SOMETHING LIKE:** Standing up for yourself isn't always easy. There are a couple of things to keep in mind when a problem comes up.
  - Telling you what to do is part of your boss's job. If all workers did only what pleased them, nothing would get done.
  - Bosses have most of the power in a situation. They're the ones who are paying you, and they can fire you if they're not happy with your performance.
  - Fortunately, the government recognizes this difference in power, and there are laws that protect your rights as a worker. The government isn't interested in every little dispute, and the law doesn't have anything to say about employers speaking to you in a mean way or expecting you to do too much work. But the law is clear about safety issues and your basic human rights.

### II. Your Rights (15 minutes)

1. [Have students turn to **Student Handbook page 99, What Every Teen Worker Needs to Know: Rights and Responsibilities**. As a class, read through the list of workers' rights (above the dotted line).]

- [Ask students to brainstorm a list of employee problems at work, and write this on chart paper. Choose several to debrief as a class: identify the issue, state the employee's right, model what to say or do, as in **Activity I, Warm Up: Work World Scenarios.**]

**SAY SOMETHING LIKE:** Resolving conflict at work is a lot like resolving conflict in other places. It's important to stay cool and treat the other person with dignity and respect, even if you think they're not treating you that way.

You may feel like storming off and quitting. One of the difficulties with that approach is that you never get good at resolving problems. And even if you can easily find another job, it's not in your interest to leave a trail of angry and dissatisfied employers behind you. Instead, you want to build relationships with employers who can recommend you for better jobs as you get older and more experienced.

The opposite approach is not saying anything when you're having a problem. This doesn't work well, either. Employers can't read your mind, and need to know when you're having difficulties.

### III. What Should You Do? (15 minutes)

- [Divide students into teams and direct them to **Student Handbook pages 100-102, What Should You Do?**, where they'll see a list of potential workplace situations faced by teens. Place a transparency of this page on the overhead projector, so students can follow along as you explain what to do.]

**SAY SOMETHING LIKE:** Now you're ready to try resolving workplace problems on your own. You'll have your teammates for guidance today. For Part A, I'd like you to look through the list and circle three problems that you and your teammates think would be easy to resolve. Be alert. Some of these are problems that require you to do something, like call work to let them know you're sick. Would that be a right or a responsibility? (Responsibility)

Others are problems where you have to stand up for your rights. You don't have to write anything on the first line for these "easy" problems. On the second line, write what you should do. [Give an example.]

- [Give students a few minutes to write down solutions to their three easy problems.]

3. **SAY SOMETHING LIKE:** For Part B, I'd like you to put a star beside the three problems you think would be most difficult to solve. What goes on the first line? Depending on the problem, the right or responsibility that gives a clue as to the appropriate action to take. You can find a list to choose from on **Student Handbook page 99, What Every Teen Worker Should Know: Rights & Responsibilities**. Let's try one together. [Refer students to question #10 and have someone read the scenario aloud.]

Notice that it says "responsibility" on the line below. Now look at your list of responsibilities on the top of the page. Which one best describes your responsibility here? (to show up on time and work assigned hours)

What should you do? [Have students discuss appropriate behavior, which could include the following: Thank your girlfriend for picking you up and tell her you'll meet her in the parking lot in 10 minutes. If you've been working really hard and never leave early, you could ask your boss if it's OK to go. Under no circumstances should you leave without getting an OK, or leave if it means dumping your coworkers with extra work.]

4. [Allow students to work in their groups for five minutes. When time is up, ask for volunteers to describe one of the situations they chose, the right or responsibility they identified, and their solution.]

#### IV. Wrap Up (5 minutes)

1. [Express to students that, occasionally, people in the workplace try to take advantage of teens, because they think teenagers won't know their rights.]
2. **SAY SOMETHING LIKE:** Don't let that happen to you. If an employer asks you to do something dangerous or unfair, it's your right to refuse, knowing that the law is on your side. If you find yourself in a situation where you're not sure what to do, ask an adult for help figuring it out.
3. [Also, remind students that their rights and responsibilities may differ from job to job, so it's important to find out the rules and expectations in every new workplace.]

## SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 31-33, Grade 9 Skills Checklist**. Have students complete the skills checklist questions for Finding a Job skills.

### FINDING A JOB

I can ...

Identify places that hire teens.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Give examples of how my experiences match skills needed to do a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Fill out a job application.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Answer interview questions.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Ask good questions in a job interview.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Recognize my rights and responsibilities in the workplace.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

## **Work World Scenarios: Employee Rights**

Tashawn, 18, works for the city recreation department. He and his coworkers are painting the floor of the rec center gym. The paint fumes give Tashawn a headache, and he has reported this problem to his boss. Last week, his boss said he would look into getting respirators so the workers wouldn't have to breathe the paint fumes. So far nothing has been done. Today one of Tashawn's coworkers went home sick from the fumes. What should Tashawn do?

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Natasha, 15, works at a clothing store. This week, her manager scheduled her to work on Wednesday from 3 p.m. to 9 p.m. What should she do?

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Justin is 15 years old. He just got his first job and is working at a restaurant. His new manager assigns him to work in the kitchen, operating the deep fat fryer. His manager shows him how to use the fryer. Justin is not sure of the instructions and is worried about getting burned. What should he do?

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Nicole has a summer job at an amusement park. Over the 4th of July holiday weekend, the park is very busy and Nicole winds up working extra hours. Later, her boss tells her that the company can't pay her for her extra work. Instead, he offers her free tickets to the park. What should Nicole do?

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Imani is Muslim, and she wears a hijab (head scarf) as part of her religion. Her manager at the grocery store where she works tells her that the store has a "no hats" policy, and that she must remove the hijab while she is working. What should Imani do?

## **Work World Scenarios: Employee Rights (Answer Key)**

1. Tashawn, 18, works for the city recreation department. He and his coworkers are painting the floor of the rec center gym. The paint fumes give Tashawn a headache, and he has reported this problem to his boss. Last week, his boss said he would look into getting respirators so the workers wouldn't have to breathe the paint fumes. So far nothing has been done. Today one of Tashawn's coworkers went home sick from the fumes. What should Tashawn do?

If a worker notices a safety hazard at work, he should first report it to his supervisor. If his concerns are not addressed, he can file a complaint with the Occupational Safety and Health Administration or state labor offices. It is illegal for employers to fire employees for reporting workplace safety problems.

(Source: [www.osha.gov/SLTC/teenworkers/index.html](http://www.osha.gov/SLTC/teenworkers/index.html))

2. Natasha, 15, works at a clothing store. This week, her manager scheduled her to work on Wednesday from 3 p.m. to 9 p.m. What should she do?

Natasha can only work these hours during the summer, so she should talk to her boss. Fourteen and 15-year olds can work only during hours when school is not in session, and no earlier than 7 a.m. and no later than 7 p.m. (From June 1 through Labor Day, they may work until 9 p.m.) Teens in this age group may work no more than:

- 3 hours on a school day
- 18 hours in a school week
- 8 hours on a non-school day, and
- 40 hours in a non-school week.

There are no restrictions on the work hours of youth age 16 or older.

(Source: [www.youthrules.dol.gov](http://www.youthrules.dol.gov))

3. Justin is 15 years old. He just got his first job and is working at a restaurant. His new manager assigns him to work in the kitchen, operating the deep fat fryer. His manager shows him how to use the fryer. Justin is not sure of the instructions and is worried about getting burned. What should he do?

Teens younger than 16 are allowed to work in restaurants but are not permitted to cook, except at soda fountains, lunch counters, snack bars, and cafeteria serving counters. Teens also have the right to say "no" to job assignments that threaten their safety. Justin should let his boss know that one of his older coworkers needs to perform this work.

(Source: [www.osha.gov/SLTC/teenworkers/index.html](http://www.osha.gov/SLTC/teenworkers/index.html))

4. Nicole has a summer job at an amusement park. Over the 4th of July holiday weekend, the park is very busy and Nicole winds up working extra hours. Later, her boss tells her that the company can't pay her for her extra work. Instead, he offers her free tickets to the park. What should Nicole do?

All workers, including teens, have the right to be paid for all of their work. If a worker believes her paycheck is wrong, she has the right to question her employer about her pay. Nicole should let her boss know she's entitled to additional pay.

(Source: [www.osha.gov/SLTC/teenworkers/index.html](http://www.osha.gov/SLTC/teenworkers/index.html))

5. Imani is Muslim, and she wears a hijab (head scarf) as part of her religion. Her manager at the grocery store where she works tells her that the store has a "no hats" policy, and that she must remove the hijab while she is working. What should Imani do?

Imani may request a religious exception to the "no hats" policy. It is her responsibility to explain to her employer that the reason she is asking for the exception is so that she can observe her religion.

(Source: [www.youth.eeoc.gov](http://www.youth.eeoc.gov))

## What Every Teen Worker Needs to Know: Rights and Responsibilities

### RIGHTS

Teen workers have the right to:

- Minimum wages and overtime pay specified by the government. (Rules vary from state to state.)
- A safe workplace.
- Breaks during the work day. (Rules vary.)
- Job assignments and hours that are legal for teens.
- Job assignments appropriate to their age and experience.
- Payment for medical bills if they're hurt on the job.

Employers must provide a workplace where all workers can:

- Work with freedom from racial or religious harassment.
- Work with freedom from sexual harassment, including inappropriate personal questions or physical contact.
- Refuse to perform any job that could be harmful to life or health.
- Ask for an explanation of their paycheck.
- Speak up without punishment for reporting a workplace safety or discrimination problem.
- Read and ask for an explanation of any papers they're asked to sign.

Workplace rights are based on OSHA (Occupational Safety and Health Administration) and FLSA (Fair Labor Standards Act) guidelines.

For more information, visit <http://www.osha.gov/SLTC/teenworkers/index.html> and <http://www.youthrules.dol.gov>.

### RESPONSIBILITIES

Teen workers have the responsibility to:

- Ask questions, and/or request training, about how to perform the job.
- Show up on time and work assigned hours.
- Perform their assigned jobs.
- Be sober/drug free on the job.
- Call in sick if they're too ill to work.
- Follow employer's safety guidelines, and wear required protective clothing and equipment.
- Read workplace signs, and take an active role in keeping themselves safe.
- Treat coworkers and customers with courtesy and respect.
- Follow company rules and procedures.
- Work together to solve problems, and let employers know when help is needed.

## What Should You Do?

**#1.** You're scheduled to work from 9:00 to 3:00, but your friends want you to go with them to a 2:30 movie.

Responsibility: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#2.** You wake up with a fever. All you can think about is going back to sleep.

Responsibility: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#3.** Your boss asks you to use a cutting machine you've never even seen before.

Right: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#4.** A coworker asks you for a date, and you refuse. S/he gets angry and calls you hateful names.

Right: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#5.** Your boss tells you to clean up some chemicals that spilled. The fumes make you feel sick.

Right: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#6.** You get a flat tire on the way to work. You can change it, but it will take time.

Responsibility: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#7.** Your friend at work has a job you like better than yours. One day she suggests that you switch.

Responsibility: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#8.** There's a poster about work safety in the lounge, but you've never bothered to read it.

Responsibility: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#9.** Your boss tosses you his keys and says to move his truck to the back of the warehouse. You don't have a license.

Right: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#10.** Your girlfriend is picking you up from work. She calls your cell phone and says she's outside, waiting. You've finished for the day, but you're not supposed to leave for another 10 minutes.

Responsibility: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#11.** You're bussing dinner tables at a restaurant. The bartender says "don't tell" and gives you a beer.

Responsibility: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#12.** You slip at work and break your arm. The bills are enormous.

Right: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#13.** You hate the way you look in the goggles you're required to wear. You take them off whenever that cute new guy/girl at work walks by.

Responsibility: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#14.** Your boss explains how to back up your data on the new computer, but you aren't sure you understand.

Responsibility: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#15.** You sold shoes all day today, from 10:00 until 5:00, without stopping for a minute. You didn't eat lunch and now you're dizzy.

Right: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#16.** At the end of the week, you figure out how much money you earned, but when you get your paycheck, it's much less.

Right: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#17.** You apply for a job and the interviewer asks where you go to church.

Right: \_\_\_\_\_

What should you do?: \_\_\_\_\_

**#18.** Your boss asks you to sign a contract that's complicated and full of legal terms. You hesitate, not knowing what it is. She gets annoyed, and says, "Everyone signs it. It's fine!"

Right: \_\_\_\_\_

What should you do?: \_\_\_\_\_