

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 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

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.

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

Youth Employment Information

Use the information on the YouthRules website (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

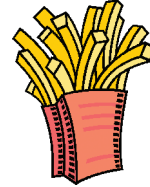
3. Name three places (types of businesses) a 14- or 15-year-old can work.

- _____
- _____
- _____

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?

How much will I charge?

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

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

List of possible clients

Name	Phone Number (optional)