

Work-based Learning Academy

# STUDENT WORKBOOK



Work-based Learning Academy

<https://vcwpiedmont.com/>

# GETTING STARTED



This book belongs to: \_\_\_\_\_

Why am I here? \_\_\_\_\_

\_\_\_\_\_

My goals while participating in this academy:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# GROUND RULES

- Use phones and technology as appropriate
- Respect each other
- Be on time and ready to learn, there is a lot of information
- Come to each session willing to participate
- Use positive language
- Ask questions
- Practice the skills learned and be better prepared for employment
- invest in yourself





# CONTACT INFO

## School Counselor

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

email: \_\_\_\_\_

Office address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Virginia Career Works Representative

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

email: \_\_\_\_\_

Office address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Employer

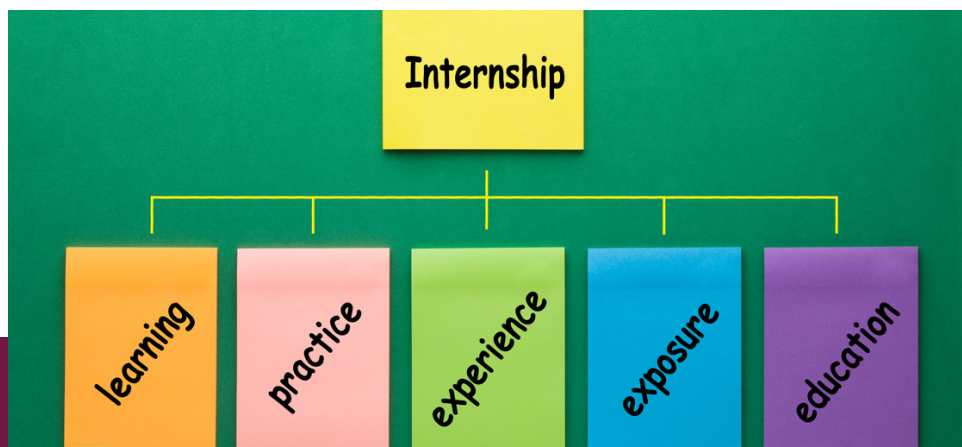
Name: \_\_\_\_\_

email: \_\_\_\_\_

Office address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# SESSION ONE

## Career Awareness and Research

- 1 Understanding career clusters and salary ranges
- 2 Understand major clarity and career pathway
- 3 Explore and practice creative thinking
- 4 Explore and practice problem solving skills

We work for a variety of reasons. These reasons are based on external and internal factors. All work has value, no matter the job happens to be:

**External:** motivation to work for your needs and wants  
food, video games, clothing, cell phones, car, movies, etc.

**Internal:** motivation to work that are not things and  
stuff, self-esteem, self-confidence, social interaction,  
promotions, gaining skills, becoming an expert, etc.

### Why does all work have value?

No company can survive without employees. Any job that you have makes you valuable to the company, regardless of the position. Being the best employee you can be starts with you!



# WHAT DID YOU LEARN?

Why do you want to work? Why did you select your preferred target sector and career?

# SESSION TWO

## Self-awareness and Career Alignment

- 1 Understand personal interest
- 2 Understand self-awareness and career interest alignment
- 3 Explore effective communication

### Self and Career Exploration

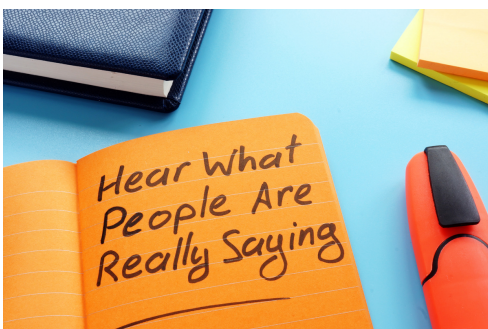
Knowing your hobbies, interests, and values are all important aspects of finding the right kind of job for you. You have to understand how they relate to employment in order to find the best fit, understand what training you may need, and how to prepare yourself for reaching out and meeting employers. Don't forget how much money you will need to live on your own, and what kind of training options you have when exploring possible employment opportunities for yourself.

### COMMUNICATION

Communication is how we interact with others in our daily lives. Everyone communicates differently; listening, body language, conversations, thoughts and beliefs, actions, silence, are all forms of communication.

### Remember

Communicating at work may be different than how we communicate at home or with friends.



# WHAT DID YOU LEARN?

What did I learn new about myself? Are there areas of my personality that match with my career interest? Are there areas of my personality that do not match with my career interest? What is my communication style and are there areas of communicating I need to develop?



# SESSION THREE

## Searching for a Career

- 1 Selecting a career path and entering the workforce
- 2 Finding job listings
- 3 Completing an application
- 4 Understanding resumes

### Resumes

A resume is a brief account of your work history, personal history, experience and qualifications you have for a particular job. Your resume can be very creative to show your personality and skills.

Knowing what your skills are is the first step, and then you have to know how to present yourself in a resume. When you haven't had a job before, you have to identify the skills and experiences you have from other areas of your life.



### HOME

- chores
- babysitting
- lawn mowing
- music lessons
- dance class
- sports lessons
- etc.



### COMMUNITY

- volunteer work
- religious activities
- internships
- job shadowing
- community events
- etc.



### SCHOOL

- course work
- band
- art class
- theater
- languages
- honor society
- sports
- etc.

# WHAT DID YOU LEARN?

What information will you need to gather in order to have a complete resume? Consider three people you can ask to be a reference on your behalf.

# SESSION FOUR

## Securing a Career

- 1 Write a resume
- 2 Create a portfolio
- 3 Write a cover letter or CV
- 4 Prepare for an interview. Participate in a mock interview.
- 5 Write a Thank You letter

### Making a Good Impression

Personal appearance and how you introduce yourself are important aspects of employment. You need to know how to "walk the walk" and "talk the talk". Making a good impression includes: smiling, appropriate clothing, not using slang, good posture, asking questions, and being confident.

### 30 Second Commercial or Elevator Pitch

It is important to practice your introduction often, and update it as your skills change. Remember, first impressions can help you reach your goals and get you the job you want.



# WHAT DID YOU LEARN?

How can I confidently present myself to others to help me achieve my goals? What can I change to help me get the career I want?

## Questions to think about in developing your 30 Second Commercial

1. What is your career goal?
2. What skill, strength, or experience do you have that would help you realize that goal?
3. What accomplishment proves you have that skill, strength or experience?
4. What are you searching for in a job?
5. How can you immediately benefit the company?




My name is \_\_\_\_\_. I am a student at \_\_\_\_\_ School studying \_\_\_\_\_.

My experience is (describe) \_\_\_\_\_. I am good at (describe strength) \_\_\_\_\_ and which I demonstrated when I \_\_\_\_\_.

I am looking for a position where I \_\_\_\_\_ and I can be of immediate benefit to your company by \_\_\_\_\_.

# SESSION FIVE

## Workplace Safety and Health

-  Practice professionalism and strong work ethic
-  Understand workers' rights in the workplace
-  Understand workplace technology usage



# WHAT DID YOU LEARN?

As you transition into the workplace, the American's with Disabilities Act (ADA) is legislation that ensures you are provided accommodations to be successful at work in addition to protecting your civil rights.

**It is your responsibility to (if needed)**

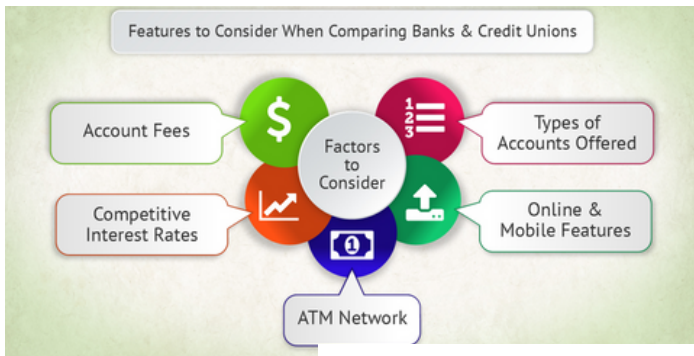
Do I see myself needing any accommodations at work, similar to my accommodations at school?

- Disclose your disability to your employer
- Obtain any documentation from your medical professional
- Seek out and brainstorm ideas with your employer for "reasonable accommodations"

# SESSION SIX

# FINANCIAL LITERACY

- 1 Understand onboarding documentation
- 2 Understand banks, credit unions, credit scores and growing personal wealth
- 3 Understanding your benefits: insurance, retirement, paid time off, and flexible work schedules

[illegible]

# SESSION SEVEN

## THE REALITY STORE



Reality Store  
By Lisa Jahnke (Marquette, MI)



### Lesson Objectives:

The Reality Store will teach students personal responsibility, sound decision-making skills and promote self-esteem by giving students ownership over their career and life goals. The Reality Store will also give many adults in the community a chance to mentor students. Through the volunteers from the community, the students who are involved with The Reality Store will see that adults in the community value youth and want to see them be successful and make good, responsible decisions both in their careers and in their lives.

### Related Standards:

There will be about 270 students participating in "The Reality Store" and we would like to continue to have freshmen participate in the store each year. Students will be involved in their own career planning. Once students have gone through the store, they will be asked to evaluate and discuss the store with other students and staff. This will give them a chance to reflect on their own choices and give advice and debrief their choices and experiences.

### Step-by-Step Instructions:

The Reality Store is series of 15 booths set up to simulate real life. Booths are manned by a community member that will assist, direct and influence the students. The student will roll dice to determine the number of children. Then roll to find out marital status.

1. Booth 1 is government. Students pay taxes receive any child support, disability payments, or social security benefits.
2. Booth 2 is the bank. The students will receive \$500 for savings and will pay any student loan payments.
3. Booth 3 is housing. Volunteers will ask the students what type of location they would prefer, the number of people in their family and how much they choose to spend.
4. Booth 4 is utilities, such as phone, gas, electric, water, trash and TV.
5. Booth 5 will be food. Students choose between name brand, store brand and generic foods.
6. Booth 6 is childcare. Childcare cost is based on the age of the children and type of childcare.
7. Booth 7 is transportation. Students will choose a type of car.
8. Booth 8 is insurance. Students will consider options for automobile, house, health, liability and life insurance. Car insurance will be dictated by the car

they buy and number of tickets. To determine the tickets, students roll the dice.

9. Booth 9 is clothing. Clothing costs are determined by type and people in family.
10. Booth 10/11 is the reality check and medical reality check. Students choose a card with a reality check or medical reality check on it. If they have insurance the fee is lower.
11. Booth 12 is personal care. Everyday items that are needed are a part of this booth. Items listed are for personal hygiene.
12. Booth 13 is savings, investments and charity.
13. Booth 14 is travel and entertainment. If the students have money left over for the month, they can purchase activities for entertainment and travel for their family.
14. Booth 15 College requirements.
15. Booth 16 will be for credit cards.

### Wrap Up & Reflection:

The students will be encouraged to discuss their findings and reflect on what they may do differently next time in their own lives. The Reality Store will help students critically look at their future and the choices that they will be making. The volunteers were also asked to complete reflections on the process and the experience. The evaluations we received last year from both volunteers and students were invaluable and used to assist in the planning for subsequent years.




### Additional Resources:

We have involved approximately 25 community and school volunteers who are experts in their field. We have included experts such as insurance agents, real-estate agents, local bankers, day care workers, car dealers, and travel agents. In addition, we have the school community involved by asking teachers, school board members and other faculty, staff and administrators to volunteer their time and resources to further the students with this project. It is important that the students not only utilize all of the community resources that are available to them as but also what a positive and supportive environment the school can be.

For more information on H&R Block Dollars & Sense and its resources for increasing financial literacy among teens, visit <http://www.hrblockdollarsandsense.com/>

# SESSION EIGHT

## QUALITIES OF SUCCESSFUL EMPLOYMENT

-  Practice flexibility and time management skills
-  Finalize your portfolio
-  Complete your self-evaluation

# WHAT DID YOU LEARN?

What do employers look for in job candidates in regard to soft skills and qualities?

1. Ability to work in a team structure.
2. Ability to make decisions and solve problems.
3. Ability to plan, organize, and prioritize work.
4. Ability to verbally communicate with persons inside and outside the organization.
5. Ability to obtain and process information.
6. Ability to analyze quantitative data.
7. Technical knowledge related to the job.
8. Proficiency with computer software programs.
9. Ability to create and/or edit written reports.
10. Ability to sell or influence others.



# PERSONAL PRESENTATION CHECKLIST

Personal appearance while looking for employment is essential. Skills and experience are important, but so are your grooming and dress. This tells an employer if you are going to be a good fit for their company and if you are motivated. How you dress and your hygiene will be a huge factor on whether or not you get the job. In most cases, dress a step above the position you are applying for and dress on the conservative side. Whether you are at a job fair, talking to someone casually about your job search, or at an interview, your personal image should be the same.

1. Be clean and neat, freshly showered with clean fingernails, teeth, hair, face, clothing, and shoes.
2. Choose conservative, basic colors in clothes, hair, makeup, nail polish, etc.
3. No jingling keys or bulky items in you pockets.
4. No candy, gum, or tobacco in your mouth.
5. Wear minimal jewelry and fragrance.
6. Turn off electronic devices.
7. Smile and be friendly.
8. Have a good attitude and use clean language.
9. Shake hands firmly with good eye contact.
10. Don't interrupt or argue.
11. Be prepared with copies of your resume.
12. Be sure to say thank you.

# OUR TEAM



## OUR CONTACT



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