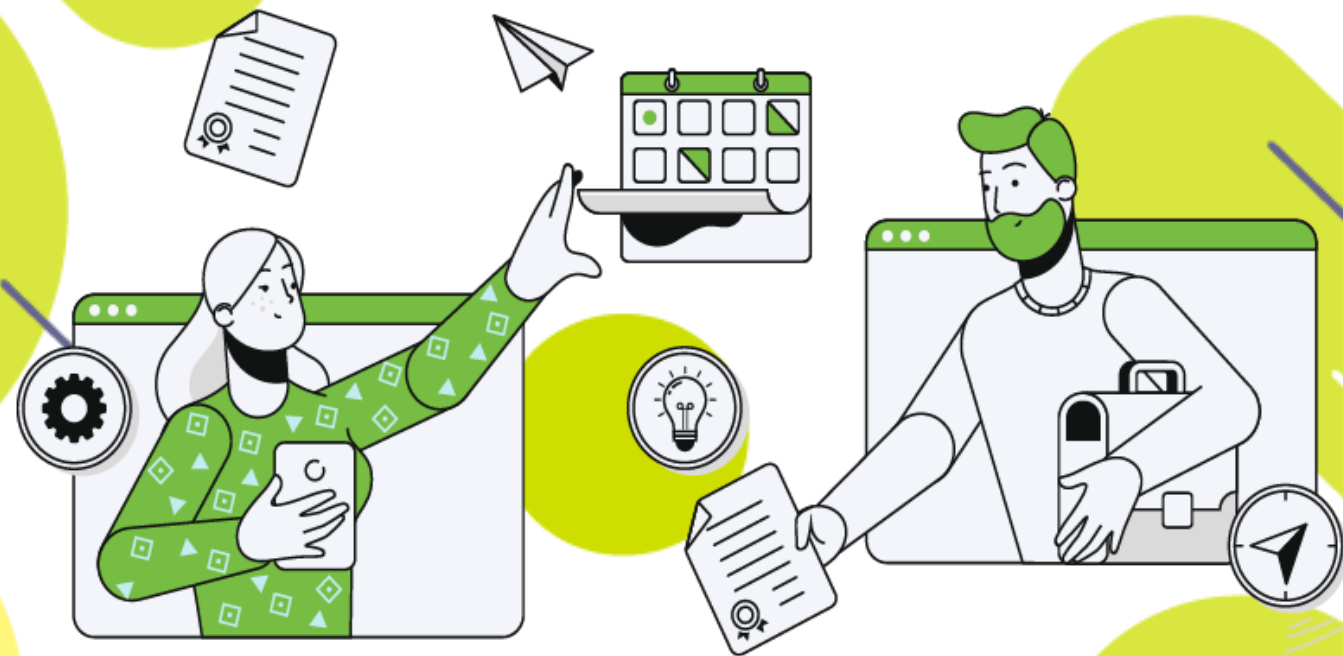


JA It's My Future



Guide for Teachers



JA
Nova Scotia

Member of JA Canada



Acknowledgements

Program Content

Blanka Mitrović, Teacher and Former JA Nova Scotia Program Manager

Graphic Design

Carley Warner-Hussey

Reviewers

Kristin Williams, Former President & CEO, JA Nova Scotia

Brenda Kenney, VP Programs, JA Nova Scotia

Stephen Lippa, Vice-President, Education & Digital Strategy, JA Canada

Lynn Hogan Gillespie, Director, Career Exploration and Experiential Learning, EECD

Guide for Teachers

This project has been made possible [in part] by the Government of Canada.

From Junior Achievement USA, It's My Future, 1st ed.

Copyright ©2015

Adapted with permission.

Any text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, storing in an information-retrieval system, or otherwise, except in the course of conducting a registered Junior Achievement class or with the permission of the publisher.



Table of Contents

1

Preparation for Class

3

Lesson 1: My Brand

8

Lesson 2: Career Mapping

11

Lesson 3: My Career Blog

13

Key Terms



Preparation for Class

Overview

JA Nova Scotia seeks to create educational partnerships between schools, business leaders, and donors, by providing opportunities for students to shape their future and achieve success. Through the delivery of cutting-edge, experiential learning in financial literacy, work readiness, and entrepreneurship, JA Nova Scotia expands the potential for young people to engage in their own economic development and contribute to the strength of their families, their communities, and Nova Scotia's economy.

Program Structure

It's My Future is structured into three core lessons. The program is designed to be delivered in class by the teacher. Each lesson in this Guide includes:

- a general overview
- learning objectives
- google slides for visual aids
- recommended time for each lesson
- a list of the materials that you will need

Program Goals

It's My Future is Co-Curricular and provides practical information about preparing for the working world while still in junior high school. The following key topics will be discussed:

- Developing a personal brand
- Skills, interests, working environment, and job outlook considerations when exploring careers and industries
- Career mapping
- Job-hunting tools
- Soft skills, work ethics, and professionalism

The Teacher's Role

Each teacher will deliver the program lessons and activities to the class during regular class time. As a teacher, you are an important role model to students. You will be able to relate the concepts and key ideas of the program to your own experiences and enrich explanations so that they become more than theory to the students. Some of the roles you will play include the following:

- **Facilitator** Each JA program is flexible and allows for creativity. As a teacher, you know your class best and can adapt or expand the lessons to suit your class, their abilities and interests.
- **Motivator** Do you remember what it was like to be a young student? If you could go back in time, would you do things differently? What would you have liked to know before you made your choices? Share those thoughts with the students in your class.
- **Role Model** You are an example to the students of the benefits of education, hard work, and meeting personal goals.

JA support If you have any questions or feedback, please contact JA Nova Scotia. This program is available in English or French.

Lesson One: My Brand

Overview

Through self-reflection, interviews, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in junior high school.

Objectives

Students will be able to:

- Recognize that the choices they make in junior high school can have a direct impact now and in the future.
- Identify corporate and personal brands that represent positive reputations.
- Design a logo or tagline as part of expressing a personal brand.

Recommended Time

This lesson typically takes 1 hour and 15 minutes to complete.

Materials

1 Brand Flash Cards Set
Pens or Pencils (not included)
Student Portfolios

Concepts

Brand
Logo
Long-term consequences
Personal brand
Symbolism
Tagline

Skills

Interviewing
Oral and written communication
Self-assessment
Working in pairs

Introduction to Activities

Tell the students they will be doing a Junior Achievement Program over the next few classes. It will give them new things to think about when it comes to how they think about themselves, and brand themselves for their future. They will consider skills they have or may want to develop and how they want others to view them.

Use this space to note what you would like to share about your background.

Ask the students to think about a trip they have taken. Then, explain that once a journey begins, any wrong turn, change of plans, or delay affects the rest of the journey. For example, if you turn left where you should turn right, you'll have to adjust your trip if you want to arrive at your original destination. The same is true with the journey to future work and careers. Choices made in junior high school, high school, and beyond will expand or limit opportunities. Explain that we arrive where we are each day by the choices that we made in previous days.

Ask the students to think about where they would like to be after high school. Will they go to a university or college, join the military, start a business, or get a job? Whatever they want to do, or wherever they want to be, the choices they make now in school will help or harm their chances of living the life they want in the future. Present a brief overview of Junior Achievement's It's My Future. Explain that the program introduces students to practical information and skills they can use now to prepare for the working world after they complete their education.

Tell the students that in these activities they will learn what a personal brand is, why it is important, and how they can build a strong brand starting now.

Key Terms

Brand: A company's brand is its promise that customers will have a good experience when using its product or service. A brand can be shown with pictures, words, or designs.

Logo: A recognizable graphic design element that represents a business, a product, or a person.

Tagline: A brief slogan used in marketing to define a business, a product, or a person.

Show the Brand Flash Card with the word “Brand” on it and ask the students to try to define or give examples of a brand.

Hold up the Brand Flash Cards one at a time and ask the students to try to identify the company behind each brand. Also, ask them what words come to mind when they think about that brand. After student volunteers guess, reveal the correct response, located on the back of the card.

Define brand as noted in the margin. Explain that many companies design a logo and create a tagline to represent their brand. Define logo and tagline and point out examples of each from the flash cards. All these tools are designed to highlight a business’s strengths and help others to remember it positively.

Talking Points

Discuss with the students the importance of a positive personal brand:

- Can people have a brand?
- Name a famous person who has a positive image. Why does that person—for example, the Prime Minister of Canada, a sports star, a musician, or an actor—have a positive image?

Ask the students to predict what the topic of branding has to do with getting ready for the working world. Possible answer: People make choices every day that help build their brand. When it is time to enter the working world, that brand is what an employer will consider.

Imagine what would happen if a company had a bad image and a poor reputation but suddenly tried to improve its image when it wanted to sell you something. Would you trust the company and believe that it had changed, or would you still think it was bad business as usual? The same is true for the students. The choices they make today about their image and reputation—their brand—will affect how people see them in the future.

Provide a personal or current example of a time when making good choices helped to make a good impression—or would have helped.

Brand Word Bank & Brand Interview Activities

Activity Time
30 minutes

Activity-at-a-Glance

Students consider a series of positive descriptions as they think about the brand they want to portray to future employers and then they interview one another.

Ask the students: What's your brand? What type of image do you try to present to those around you?

Ask the students to turn to pages 2 and 3 in their Preparation Portfolio and organize them into pairs. Ask students to identify words that describe them by placing a check mark next to these words. They can work with their partner to discuss.

Next, explain that they will answer all of the interview questions on page 4. Once they complete the Brand Interview, instruct students to interview a classmate with these questions. They may wish to use an electronic device to record/video them.

Explain to the students that while they are in junior high school, they have time to decide what they want their brand to be. Through their choices, behaviours, and how they express themselves, they can build a positive brand.

Ask the students to think about how they want people to see them.

- If a future employer viewed your social media accounts, status updates, tweets, postings from friends, or other public pictures or writing, what impression would they have of you?
- What symbols and words do you use to decorate your online profiles, lockers, or phones? What characters, screen names, and email addresses do you choose to identify yourself? What picture do those symbols and words paint?
- Do you wear any particular clothing or accessories to express yourself and, if so, what are you trying to say?

Remind students that once words, pictures, and content are placed online it can be difficult or impossible to remove them. Before posting anything, ask yourself if it is something you would want to explain to a future employer.

Discuss with the students the importance of expressing an honest brand. Their personal brand should convey truthfully the positive aspects about themselves.



My Brand Activity

Activity Time
25 minutes

Activity-at-a-Glance

Students create their own brand through a logo or a tagline.

Explain to the students that they now will get a chance to express their own brand through a logo or tagline. Offer the following instructions for creating their logos:

- Look over the word bank activity and interview answers to decide what positive message you would want to express to a future employer. Are you dependable and honest? Are you quick like a cat or wise like an owl? Is there an image that you associate with yourself, like a mountain or ocean wave? Is there a particular colour that represents you?
- Design a logo or tagline that positively represents how you want people to see you in the future. It can be a creative design using your name or initials, a picture, a symbol, or a catchy tagline.– Consider using words that showed up repeatedly in your interview. – Did the animal or car from the interview create an image that would represent your strengths? Or the words your friends would use to describe you?
- Use the open space on page 5 to brainstorm designs for a personal logo or tagline. Consider the Brand Flash Cards as examples of how you could express yourself. Some possibilities include:
 - A decorative use of a name, like the cursive Coca-Cola® logo
 - A creative use of initials like McDonald's® Golden Arches
 - A geometric symbol or an unusual shape, like the Lululemon® design
 - A picture or image, like the Disney® castle, the Macintosh® apple, or the Starbucks® siren

Students can also choose to design their own business card on page 5 or using technology.

Have the students share their finished products and explain what they represent.

Lesson Two: Career Mapping

Overview

Students explore how to use life experiences to develop work skills and how to map a path to employment goals.

Objectives

Students will be able to:

- Plan significant markers they need to reach to earn a particular job.

Recommended Time

This lesson typically takes 1 hour and 5 minutes to complete.

Materials

Flip Chart Paper

Introduction to Activity

Review with the students the importance of building a positive brand and researching career options for future planning.

Explain to the students that they might already have begun their journey to their first career without knowing it. Ask them to imagine that they would like to be a veterinarian and help heal animals. What have they done in their lives that might be considered early training for this profession? Some answers: petsitting, dog walking, and bottle-feeding an abandoned baby animal.

Explain that students will create a character map and look at a future career as the destination at the end of a journey for this character.

Concepts

Career mapping
Short-, middle-, and long-term goals

Skills

Analyzing data
Goal-setting
Mapping
Working in groups

Introduction Time

5 minutes



Talking Points

- Ask: If you had to drive across the country for an important event, how would you know where to go?
- What would happen if you searched Google Maps, or a GPS device for your destination and the only result was “drive north and figure it out as you go”? This example seems absurd. But it is just as absurd to think that you will find an interesting, well-paying job in the future without planning. At your age, you have many major decisions ahead of you that can help or hinder you from reaching your employment goals.

Provide personal examples of major steps you took on the way to your current job, or steps you wish you had taken that would have made your progress easier or faster.

Tell the students that in this activity they will have an opportunity to practice mapping (or GPSing) a path from junior high school to a future career.

Notes:

Character Map Activity

Activity-at-a-Glance

Students create a map of a character’s journey through the short-, middle-, and long-term goals that they will need in order to earn a job in the future.

Activity Time
25 minutes

Tell the students mapping a path to a career happens in two phases:

- Mapping where you’ve already travelled so you know what you’ve accomplished.
- Mapping your route forward, marking short-, medium-, and long-term destinations along the way to make sure you’re on the right path.

Tell the students they will now create a map that represents their character’s potential journey to a great career in groups of 3-4.

- Refer students to their Character’s Map located on page 7.
- Explain the instructions for completing the map, as the students follow along with the instructions on page 6. Point out the milestone brainstorming ideas under the instructions as well.

Character Map Instructions

- 1 In groups of 3-4 students, use the attributes from the My Brand activity to create your very own Character Map! Select a name for your fictional character; choose attributes from the Brand Word Bank list to describe your character.
- 2 In the Junior High School section, brainstorm milestones that your character should have accomplished or could accomplish to help them become a successful employee in the future.
- 3 In the box titled Short-Term Goal, list one thing your character can do in the next two weeks that could help prepare them for a career or help them learn more about a career that interests them.
- 4 In the text boxes found in the High School and Post-High School sections of the map, add milestones your character might need to reach to achieve the career that you have selected for them. In the Long-Term Goal, list one thing your character wants to do in the future. Long-term goals require time and planning. They are not something you can do this week or even next year.
- 5 As a group brainstorm careers that your character may wish to pursue in the future. In the text boxes in the Possible Nova Scotia Career Destinations, list three different careers that your character might be interested in. You may wish to access the NS Works Labour Market Information to explore these career suggestions and find out more information about job prospects in Nova Scotia.

Website: <https://explorecareers.novascotia.ca/>

Possible Milestone Ideas:

- Sports or outdoor activities
- Family activities and events
- School clubs or organizations
- Selling experiences (examples: lemonade stand, school fundraisers, crafts)
- Hobbies or free time activities
- Places travelled
- Volunteer experiences
- Computer skills
- Foreign languages
- Overcome obstacles
- Chores or family responsibilities
- Summer or part-time jobs (examples: babysitting, lawn mowing, working for a family business)
- Certificates, licenses, and permits (examples: CPR license, work permit, fishing license, babysitting training certificate)
- Youth organizations and skills or knowledge learned (examples: Boy Scouts, Girl Scouts, Junior Achievement, local community centre or youth group)

Ask for volunteers to show their maps.

Keeping a Job Tips Activity

Activity Time
30 minutes

Activity-at-a-Glance

Students are given a set of tips for being a successful employee and they apply these tips to their characters.

Refer the students to page 8 for the Keep a Job Tips Sheet. Provide each group with flip chart paper. Assign a section of job tips to each of the groups. There are five sections. Students must apply those tips to the character based on the career(s) they chose for them. Each group will present their tips to their classmates.

Tips Include:

- Getting Along with Others
- Work is Both Similar to and Different from School
- Keep Work Separate from Personal Life
- Living in a High Tech World
- How to Leave a Job

Lesson Three: My Career Blog Activity

Overview

Students reflect on the program and showcase their learning through a blog entry.

Objectives

Students will be able to:

- Create a blog entry expressing their thoughts.

Recommended Time

This lesson typically takes 35 minutes to complete.



Introduction to Activity

Explain that students now have the opportunity to consider all of the stops along their journey, from their daily habits in junior high school all the way through to their dream job.

Ask the students to turn to pages 10-11 for instructions and a replica of a laptop.

Review the instructions for the activity while the students follow along with the instructions printed on page 10 in the Student Portfolio.

Students may use the space on page 9 to brainstorm their ideas for their blog.

My Career Blog

Your goal is to reflect on the character traits from your own interviews or from the group activities to create a blog or an alternate reflective activity to show how the positive attributes would benefit your character (or yourself) as you move along the career map. Try to find three different ideas.

- Brainstorm your top three ideas on page 9.
- Create a blog entry. This can be a journal entry in the form of an advice column in which you explain the three ideas to someone reading your blog. This could also be in the form of a webpage.
- Finally you may wish to design the rest of your blog web page. You may choose to include your logo from the first session, pictures or other graphics, or simply imagine what your web address would be for your blog. You can use technology and create an actual blog entry online!

*Remember to take every opportunity to express your brand positively. You never know who will get to see your great advice!

Allow students 30 minutes to brainstorm and create their blogs. Although each student will create their own blog, some students may prefer to work together to brainstorm and share ideas.

Key Terms

Review Key terms with the students, page 12 in their student portfolios.

Brand

A company's brand is its promise that customers will have a good experience when using its product or service. A brand can be shown with pictures, words, or designs.

Interests

A person's preferred activities or hobbies.

Job outlook

A prediction of the future number of certain jobs, based on changes in society and the economy.

Logo

A recognizable graphic design element that represents a business, a product, or a person.

Reference

Someone who can be contacted to attest to your skills and character.

Resume

A written summary of a person's education, skills, and work experience.

Skills

A person's talents or abilities.

Tagline

A brief slogan used in marketing to define a business, a product, or a person.

Technical skills

The abilities and knowledge used in a specific profession.

Work environment

The quality of life related to a job position, including physical conditions and personal factors.



JA Nova Scotia

Member of JA Canada

www.janovascotia.ca

©2022 Junior Achievement Guide for
Teachers