

Grade 9

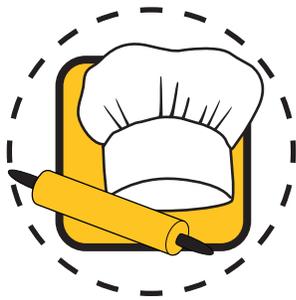
(9-12 version)



Introduction



Setting Goals



Careers



Ad Apprentices



Education After High School



Getting a Job



Money Matters

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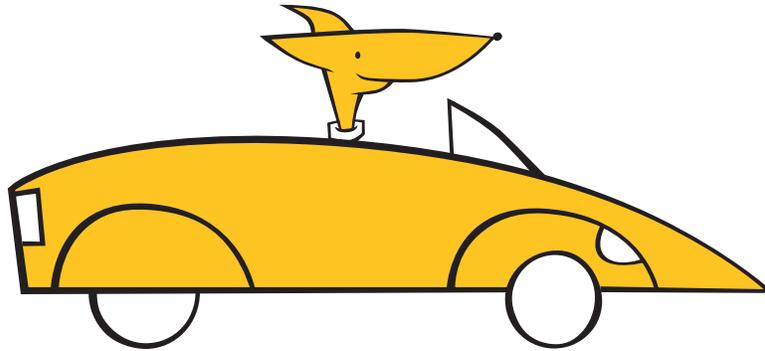
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Roads to Success Overview



Your Mission

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. There are no textbooks, no quizzes, and no tests. That's the easy part.

Roads to Success is about figuring out what you want from life, and how to get it. It's about investigating what might happen in the future. It's about setting goals for yourself. That's the challenging part.

Your Grade

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.
- Complete homework assignments.

Homework will not be given in most Roads to Success classes. You may be asked to complete work not finished in class at home. There will also be a few special projects that require out-of-class work.

- Follow Roads to Success Rules and Procedures.

Your Portfolio

The Portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. Each year, you'll add to this information. You'll also be able to look back on your efforts from the year before. Your completed Portfolio is yours to take with you when you graduate from high school.

RESPECT, RESPONSIBILITY, AND TEAMWORK



You are the owner of a small construction company. You hire a carpenter to be part of the team that's building a house. He's got lots of experience, but his workplace behavior is unprofessional.

Below is a list of problems you observe. Decide whether each problem is an issue of respect, responsibility, or teamwork. (You may circle more than one answer.)

The next step is to let him know what you expect on the job. Make notes in the third column that will remind you of what you want to say.

Carpenter's Behavior	Problem with? (Circle all that apply.)	What improvement is needed?
1. The carpenter decides that the architect's plan isn't very exciting, and adds a porch as a special surprise.	Respect Responsibility Teamwork	
2. The carpenter finishes his work early, so he takes the heavy equipment for a spin around the job site.	Respect Responsibility Teamwork	
3. The carpenter is eager to finish up for the day. He's forgotten his level, but he can see that the floor line is even. No need to measure!	Respect Responsibility Teamwork	
4. A coworker calls the carpenter an idiot. The carpenter storms off the job.	Respect Responsibility Teamwork	

Our Destination

1. **We will figure out what we like and what we are good at. We will use this information to give us ideas about future jobs.**

- Some things I'm good at are...

2. **We will explore careers and find potential matches for every person in the class.**

- Some of the careers I'm interested in are...

3. **We will practice the kind of behavior that's desirable in the workplace.**

- One thing I do that might annoy a boss is...

4. **We will set goals and make clear plans for reaching them.**

- One goal I'd like to work on is...

5. **We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.**

- After graduation, I plan to...

6. **We will learn how to find and keep a job.**

- One concern or question I have about finding a job is...

7. **We will learn strategies for managing our own money.**

- My biggest money issues are...

8. **We will all graduate from high school**

- My top reason for staying in high school is...

SMART GOALS RECORD SHEET

SCORING:

- Candy stacks must be standing 5 seconds after the buzzer to count.
- If the goal is **NOT** reached, count 5 points for each candy stacked.
- If the goal **IS** reached, count 10 points for each candy stacked up to the goal. Add 5 bonus points for each additional candy stacked (over the goal).

ROUND 1

Goal _____
Actual performance _____
Score _____

ROUND 2

Goal _____
Actual performance _____
Score _____

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Setting SMART Goals

SAMPLE GOAL: Jill currently has a C in her science class. She has not done any science homework for the past three weeks and rarely participates in class. Her goal is to do well on her next science test.

PART 1

Directions: You are going to decide if the goal above fits each of the criteria.

1. Is this goal Specific? (yes, no, not enough info) _____

2. Is this goal Measurable? (yes, no, not enough info) _____

3. Is this goal Attainable? (yes, no, not enough info) _____

4. Is this goal Realistic? (yes, no, not enough info) _____

5. Is this goal Timed? (yes, no, not enough info) _____

PART 2

Directions: As a class, rewrite Jill's Goal as a SMART goal.

Ninth Grade Goals Reflection:

1. What study habit did you pick to work on?

Using the SMART goals criteria, set one goal to work on the study habit you chose above.

S = Specific (detailed, not general or vague)

M = Measurable (includes some quantity or element that can be measured)

A = Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)

R = Realistic (person is willing and able to do the work for this goal)

T = Timed (establishes a time frame for accomplishing the goal)

GOAL:

What steps will you need to take in order to meet your goal?

What resources will you use to help you meet your goal?

Check-In Date 1

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Check-In Date 2

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

DEAR DAVID

Don Hess
Director
Transportation & Public Safety Programs
John Wood Community College
1301 South 48th Street, Quincy, Illinois 62305-8736

Dear David,

Hi. My name is Don, and I work at a college where we teach people how to drive trucks. Your teacher sent an e-mail saying that you thought you might not need high school. I hate to tell you this, but I really believe you need to consider a few things before you make a final decision.

Truck driving today is much different than it used to be.

1. Trucks have computers in them to run the engine, and other computers and satellite systems so that the driver and the company can communicate with each other any time. Drivers have to know how to use computers because they do so every day.
2. Also, truck drivers must have good math skills. They have to keep very detailed “log books,” which keeps track of all of the hours in the day, and how many hours the driver has been driving, loading, sleeping, eating, and resting. They have to know how to use fractions and decimals to calculate those hours.
3. Truck drivers also must calculate the weight of their load, figure out how the load should be distributed in the trailer, supervise the loading process, then calculate the weight that is being put on each axle of the truck and the trailer (usually there are five axles).

You know, when I was in high school, I thought a lot like you seem to be thinking now. I often thought about quitting and just getting a job. But I stuck it out anyway and got my diploma. Then I drove trucks for a long time (about 17 years), and drove over one million miles total. Then I decided that even a high school diploma wasn't enough anymore, so I went back to school — this time to college. I was a freshman in college when I was 36 years old, and spent 4 years there. Then I got a job teaching people how to drive trucks, and now I'm in charge of many different departments at the college, including truck driving, fire science, and law enforcement, and I have lots of teachers working for me.

So there are just a few things to think about, David. I really hope that whatever you decide to do, you start out by finishing high school. You will really and truly be glad you did, I absolutely guarantee it.

Don Hess

Letter reprinted with the permission of Don Hess. Special thanks to Marlene Dakita at the Truckload Carriers Association (www.truckload.org).

IHaveAPlanIowa.gov Basic Directions

I. Connecting to IHaveAPlanIowa.gov

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.IHaveAPlanIowa.gov**).
- Enter your Account ID and Password.

II. Creating an Account (First Time Users)

- Go to <http://www.ihaveaplaniowa.gov>.
- Select the Create an Account link.
- Determine whether or not you have already created an A&A account. Most individuals have not. If you do not, choose the Continue link.
- Choose your role and select the Go button.
- Enter your date of birth and then click the Find button to choose your school.
- The select school screen will appear. Choose your school and then select Continue.
- Enter the following information.
Note: An e-mail address is required; however, if you do not have an e-mail address, you may check the box that allows the system to create one for you.
Hint: An external e-mail address allows you to retrieve your account information if you forget.
- Create your account name. You may want to use the following format: `firstname.lastname`. Notice that `@iowaid` is automatically added to the account name. This will be your account id. For example, if your name is John Smith, you will enter `john.smith` and your account id will become: `john.smith@iowaid`
Note: Your password must be at least eight characters and must include at least one number and at least one capital letter. For example: `Tigers19`.
- If you used Choices in the past and have a Choice Portfolio, you may import your portfolio into your new IHaveAPlanIowa account. You will select the option to import and enter your Choices Portfolio name and Password. (You may also import your Choices information later from Your Portfolio.) Read the privacy policy and terms of use and click Submit.
- Select Continue.
- Enter your account name and password. At the end of your account name, be sure to enter `@iowaid`. For example, if your account name was `john.smith`, enter `john.smith@iowaid`. Now enter your password. Do not check the, "Take me to my Account Options after I Sign In," box. Click the Sign In button.
- On the next screen you will choose security questions that you will be prompted to answer in case you should forget your password.
Hint: Remember the answers to your questions. If you forget your password, you can answer these questions to reset your password and access your account.
- You will now see your confirmation page. Notice that your account name includes `@iowaid`. Click Continue to sign into your account.

- NOTE: It's important to know who can see the information you place on the Internet. I will be able to check the work of my students in all classes. This helps me figure out what careers you're most interested in.

III. Interest Profiler

- Now, click on the **Career Planning Tab** at the top of the page.
- Click on the section titled **Learn About Yourself**.
- Click on the **Interest Profiler Assessment** and then click **Get Started**.
- Read each of the 180 questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described. You must select two to get a list of careers.
- Click the **View Careers** button to see the careers that match up with your interest areas.
- Using your results from Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

What is IHaveAPlanIowa.gov?

IHaveAPlanIowa.gov is a web-based career exploration and planning tool that you will use to explore career and college options and to create a comprehensive career portfolio.

Features of the program include:

- **Interest and Skills Assessments** – Learn about your interests, values, skills and abilities.
- **Detailed Career Profiles** – direct links between careers and high school subjects, as well as links between careers and college programs.
- **Interviews** – interviews with real people in each occupation add depth and realism to career profiles.
- **College and Financial Aid Information** – updated yearly from the Wintergreen Orchard House database, with different search tools to help you find the right college and scholarships that fit your qualifications.
- **Electronic Career Portfolio** – available online, so family members and teachers can see how you are putting together your educational plans.
- **Resume Builder** – combines with the portfolio to help you create and print professional resumes quickly and easily.

To find out more about the program, we encourage
you to sign in using your access information:

Sign in at: **www.IHaveAPlanIowa.gov**

Enter your Account ID (example: FirstName.LastName@iowaid): _____

Enter your **password** for your portfolio: _____

What Do You Like to Do?

You can find clues to careers you'll like by paying attention to the activities you enjoy most. Here are six career types used by many experts to sort careers by interests. Put a check mark next to each item that describes something you like to do. Then circle the two career types (for example, Realistic and Investigative) that describe you best.

REALISTIC

- Practical, hands-on activities
- Working with plants or animals, wood, tools, or machinery
- Working outdoors

Sample careers:

Cooks, construction workers, forest fire fighters, landscapers, truck drivers, mechanics, airline pilots, fish and game wardens, oral and maxillofacial surgeons (remove damaged teeth, repair cleft palates), cartographers (prepare data and make maps)

INVESTIGATIVE

- Working with ideas
- Solving problems that require lots of thinking
- Searching for facts

Sample careers:

Sonographers (use ultrasound equipment), fire investigators, chemists, engineers (computer, electrical, industrial, mechanical), computer systems analysts, market research analysts, city planners, coroners, doctors, dentists, psychiatrists, surgeons, veterinarians

ARTISTIC

- Working with designs and patterns
- Expressing yourself
- Working without a clear set of rules

Sample careers:

Actors, desktop publishers, fashion designers, film and video editors, artists, hairdressers and cosmetologists, interior designers, singers, musicians and composers, radio and TV announcers, editors, graphic designers, landscape architects, reporters, writers

SOCIAL

- Working with and communicating with people
- Teaching
- Helping others

Sample careers:

Child care workers, concierges (help hotel guests), flight attendants, home health aides, dental hygienists, paramedics, fitness trainers, massage therapists, nurses, respiratory therapists (help patients with breathing problems), tour guides, teachers, school administrators, chiropractors, clergy (ministers, priests, rabbis, imams), psychologists, substance abuse counselors, speech pathologists

ENTERPRISING

- Starting and completing new projects
- Leading people
- Making decisions

Sample careers:

Real estate agents, brokers, and appraisers, food service managers, opticians (make and sell glasses), detectives and private investigators, sheriffs, boat captains, construction managers, financial services sales agents, chief executives (in charge of companies), judges, lawyers

CONVENTIONAL

- Following procedures and routines
- Working with details rather than “big ideas”
- Understanding what’s expected and who’s in charge

Sample careers:

Calculating machine operators (billing), dental assistants, medical and legal secretaries, police, fire, and ambulance dispatchers, bank tellers, administrative assistants, medical transcriptionists (type records of procedures), paralegals (assist lawyers with research), accountants, auditors (study financial records to make sure companies are obeying the law), proof-readers, librarians, statisticians (use numbers to analyze info), treasurers

For more information about career categories, as well as specific career descriptions, visit <http://online.onetcenter.org/explore/interests/>.

IHaveAPlanIowa.gov Directions

NOTE: If you finish a section early, all work must be checked and approved before beginning to work on anything else.

What They Do:

1. Log onto IHaveAPlanIowa.gov website. (www.IHaveAPlanIowa.gov)
 - a. Account ID: _____ Password: _____
2. Click on the **Career Planning** tab at the top of the screen and then click on the **Explore Careers** section. Towards the center of the page you'll see a search box.
3. Write the name of your career in the search box and press **Go!**
 - a. You can also search for a career alphabetically. Instead of typing the name of your career in the search box, click on the letter of the alphabet that your career starts with. A list of careers that begin with that letter will appear. Remember- sometimes you may have to look under more than one letter if the career might be called more than one name. For example, school counselor might be under S for school or C for counselor.
4. The first section to come up will be **What They Do**. There is a tab on the left that will bring you here as well.
5. Read and summarize the information. Answer the questions listed on your **Career Report** for this section.
6. For additional information on the Interests and Skills needed for this career, you can click on the **Is This for You** and **Skills You Need** tabs along the left side of the page.

Money and Outlook:

1. Complete steps 1-3 from the **What They Do** section. If you are already in the career profile, proceed directly to step 2, below.
2. Press the **Money and Outlook** tab on the left side of the screen.
3. Read and identify the **entry** (starting), **average** (median), and **experienced annual salary** for your state.
4. Then, click on **What To Learn** tab on the left side of the screen. Click on the name of the Career Cluster that this career is a part of. It's listed on the top of the page in the High School Section. Be sure that the careers are displayed by clicking on the **Careers** tab on the left side of the screen. Pick two careers that interest you and record the experienced wages for those in your state. You'll need to click on the career name and then on the **Money and Outlook** tab. Record your answers on your **Career Report**.

What to Learn:

1. Complete steps 1-3 from the **What They Do** section.
2. Press the **What to Learn** tab on the left side of the screen.
3. Read and summarize the information. Answer the questions listed on your **Career Report** for this section.

Is this career a good fit for you? Write your findings here.



Sample Career Report

Use this form to record important details about your selected careers.

Career: _____

What They Do

In your own words, write a general description for what a person who has this career does.

List two to three specific tasks this person might do on a typical day.

- _____

- _____

- _____

Follow-up: Is this career a good match for my skills and interests? Explain why.

Money and Outlook

How much money can a person with this career expect to make in my state?

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

Follow-up: How does this compare with other related careers? (Click What to Learn and then click the related Career Cluster listed at the top of the page. When the new page appears, click Careers to see a list of related careers. Click on the career of your choice and then on Money and Outlook)

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

How much post-secondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

- | | |
|--|---|
| <input type="checkbox"/> high school graduate only | <input type="checkbox"/> 2-year college |
| <input type="checkbox"/> apprenticeship | <input type="checkbox"/> 4-year college |
| <input type="checkbox"/> tech or trade school | <input type="checkbox"/> more than 4 years of college |

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

A Day in the Life

Write down all the important things you did yesterday. Try to identify only the key activities of your day, rather than the minor tasks. For example, it's more important to know when you were at soccer practice than when you changed into your soccer shoes.

Time	My Life
7:00 – 8:00 am	
8:00 – 9:00 am	
9:00 – 10:00 am	
10:00 – 11:00 am	
11:00 – 12:00 pm	
12:00 – 1:00 pm	
1:00 – 2:00 pm	
2:00 – 3:00 pm	
3:00 – 4:00 pm	
4:00 – 5:00 pm	
5:00 – 6:00 pm	
6:00 – 7:00 pm	
7:00 – 8:00 pm	
8:00 – 9:00 pm	
9:00 – 10:00 pm	
10:00 – 11:00 pm	

A Day in the Life: Reflection on the Life of a _____

Read the What They Do page of the Career Profile for the career that you are researching. Answer the questions below based on your readings and your own reflection.

Career: _____

What are some of the tasks that a person in this career has to do?

Which tasks do you think would be the most interesting?

Which tasks would you find the most difficult?

Which activities surprised you?

What are some of the working conditions and physical demands for this job?

What are the work hours and travel like?

My Values

Read the list of values and descriptions below, and check all that are important to you. Then circle the two that are most important.

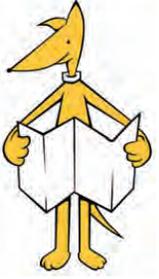
- ACHIEVEMENT:** I like to see the results of my work.
- INDEPENDENCE:** I like to set my own schedule and do things my own way.
- RELATIONSHIPS:** I like being friends with my classmates and co-workers. Helping other people is important, too.
- RECOGNITION:** I like being known for my accomplishments – grades and awards are important to me.
- SUPPORT:** I like to be treated fairly. I want to know that teachers and supervisors will stand by me when things get tough.

Reflection:

1. My **most important** value is _____ because _____

2. My **second important** value is _____ because _____

Compare the evidence and
choose your top career.



Career Assessments

Now that you've researched important information about each of your careers, consider whether each one is a good fit for you.

Career #1

Career name:

I (circle one): [*would, might, would not*] like to pursue this career.

Reflection: List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- ---

- ---

Career #2

Career name:

I (circle one): [*would, might, would not*] like to pursue this career.

Reflection: List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- ---

- ---

Career #3

Career name:

I (circle one): [*would, might, would not*] like to pursue this career.

Reflection: List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- ---

- ---

Top Career Choice

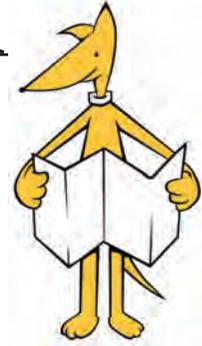
Of these three careers, which one is the best fit for you? Why?

- ---

What is one obstacle that might keep you from pursuing this career? Describe something you could do now to help overcome this obstacle.

- ---

Who would like this career? Use this page to share what you've learned.



A Job for You?

Use the information from your Career Report to create an “advertisement” for your top career choice that encourages other students to consider this career.

If you like....

What are some of the most exciting parts of this job? Think about the **What They Do** section in the **Career Report** and the **A Day in the Life: Reflection**.

If you are...

What kind of person would like this job? Think what traits or personal characteristics would a person need to enjoy this career. Look back at **Student Handbook pages 15-16, Classifying Careers** (Lesson 2).

Then consider a career as a... _____

Do Taglines Work?

Below you will see a list of twelve companies and twelve famous slogans they use in their commercials. Match the taglines with the brands they belong to.

Brand

Tagline

McDonalds	Taste the rainbow.
Skittles	Obey your thirst.
Burger King	Is it in you?
Subway	Just do it.
Sprite	Think outside the bun.
Nike	I'm lovin' it.
Cingular	Are you in good hands?
Allstate	Can you hear me now?
Verizon	Raising the bar.
Gatorade	Have it your way.
Taco Bell	So easy a caveman could do it.
Geico	Eat fresh.

Write down the two slogans that you think are most effective. Why?

Would you buy any of these products because of their slogans? Why?

Ad Analysis Forms: Form 1

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

PSA Title: _____

WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
 - real life examples
 - statistics/facts & figures
 - heartwarming or inspiring story
 - humor
 - other _____
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tagline (slogan)? What was it?

Ad Analysis Form: Form 2

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

PSA Title: _____

WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
 - real life examples
 - statistics/facts & figures
 - heartwarming or inspiring story
 - humor
 - other _____
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tagline (slogan)? What was it?

Ad Analysis Form: Form 3

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

PSA Title: _____

WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
 - real life examples
 - statistics/facts & figures
 - heartwarming or inspiring story
 - humor
 - other _____
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tagline (slogan)? What was it?

PSA Topics

The following topics are addressed in the Roads to Success program. Review this list with your team to help you decide on a PSA subject.

Establishing Good Study Habits: The more good study habits you make part of your life, the better you'll do in school. Guaranteed.

Staying in School: A high school degree, and education after high school, increases your earning power, increases job advancement opportunities, and lowers the risk of unemployment.

Saving and Spending: Knowing how to budget gives you the power to make decisions about what you need and want to spend your money on.

Setting goals: Reaching your goals is easier when you have a plan and people to help you along the way.

Avoiding stereotypes: Stereotypes negatively affect how we communicate with others, and can damage relationships. Avoid pre-judging people, and take time to get to know them.

Building Credentials: Volunteer work, a part-time job, and after-school activities demonstrate to a college or future employer that you have what it takes to succeed.

Sample Proposal I: Identifying Info & Research

Identifying Information

Ad Agency: Cool Kidz Productions

Storyboard Artist:

Producer:

Writer:

Marketing Director:

Client: Afterschool Alliance

PSA Topic: Afterschool Participation



The **Marketing Director** reviews the research and helps the team create its message.

Research/Brainstorming Notes

List five important facts about this topic:

- 15 million kids have no supervised place to go after school (most are between 9-14).
- Kids with nothing to do are more likely to get into trouble.
- Kids in afterschool programs are 50 percent less likely to use drugs or alcohol.
- They also do better in school.
- Kids in afterschool programs get to explore things like art, music and sports in a safe environment with their friends.

What do you want viewers to know, think, or do after viewing the PSA?

Our PSA wants viewers to know that afterschool programs can be cool, and offer opportunities that kids won't find at home. Kids should go to the Afterschool Alliance website (www.afterschoolscene.com) to see all the cool stuff kids are doing in afterschool programs.

Sample Proposal II: Description

Description

PSA Topic: Afterschool Participation

Target Audience: Kids ages 9-14

One-sentence Summary: Bored kid talks to sock. Needs an afterschool program.



The **writer** describes the story that will be told in the PSA.

Story:

A 13-year-old boy is hanging out by himself, dressed sloppily. He's lying on the couch, bored. There's absolutely nothing going on in his house. No video games, computer, or music. Nothing. The TV is droning on in the background, but the boy is clearly not interested. Even the room is a dull, dingy color. This kid is so lonesome and bored that he's talking to his sock, which looks like a puppet hanging off his foot. And he's using a funny voice to have his sock talk back at him. But he's not that pathetic. Just an average kid looking for something to do.

The PSA ends with upbeat music and cool graphics from the After School Alliance website.

Tagline: Things can get pretty ugly when you're bored. In an after-school program, you can find something way better to do.

Persuasive Technique (check any that apply):

- humor
- real life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

Sample Proposal III: Production Notes

Production Notes

Cast/characters: 13-year-old boy

Voice-over: boy who sounds a little older and cooler, like a role model

Sound Effects: TV in background

Music: upbeat at end

Props: none

Words/Graphics: at end, Afterschool Alliance graphics pop-up quickly in time to the upbeat music

Costumes: hanging out clothing with droopy sweat socks

Locations:

Interior: claustrophobic living room (on couch)

Exterior: none



The **producer** makes sure the team is on top of all the details.

Sample Proposal IV: Storyboard

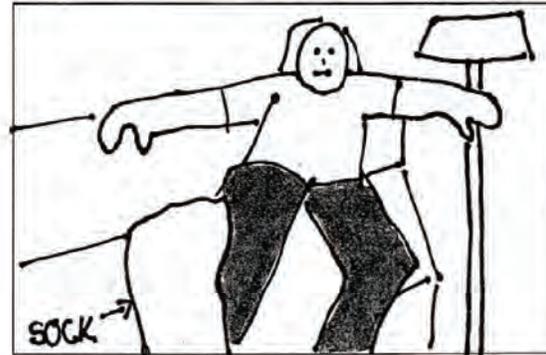


The **storyboard artist** creates the storyboards.



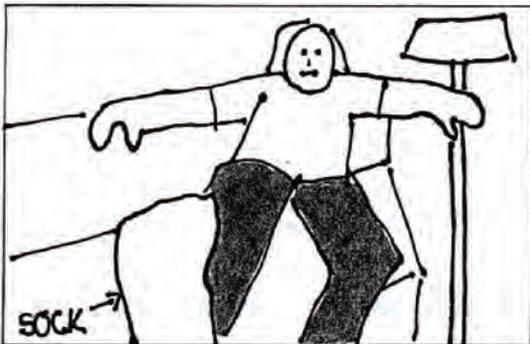
VIDEO: Close-up of kid watching TV. It's so dark we can barely see his face.

SOUND: TV in background.



VIDEO: We see kid sitting in his living room. It's dark and dingy. At first, we think he's talking to us. (His foot is in foreground.)

KID: Hey there.

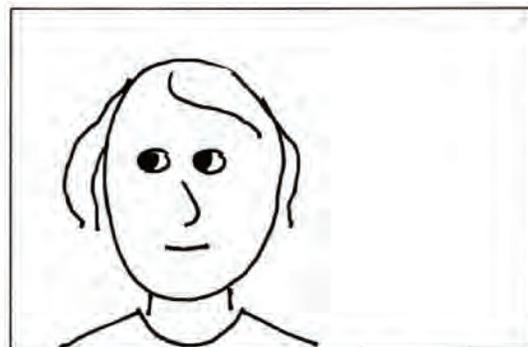


VIDEO: Change focus so sock is clear, with boy fuzzy in background.

SOCK (BOY IN A HIGH VOICE):
Hi.

BOY: I haven't seen you before.

SOCK: Yeah, I just moved here.



VIDEO: Boy looks around like he thinks someone might be watching him talk to his sock.

SOCK: I'm new.



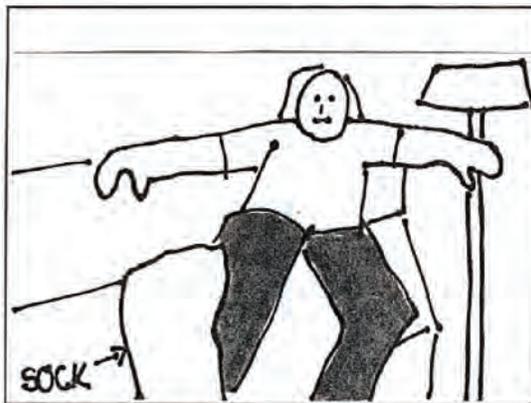
VIDEO: Close-up on sock from boy's point-of-view. (It looks a little more like a puppet.)

SOCK: Want to hang out or something?



VIDEO: Boy is doubtful and trying to be polite.

BOY: Ummm.



VIDEO: Boy with sock in foreground.

SOCK: I have a feeling we're going to be *best* friends.



VIDEO: Close-up of boy. He looks horrified.

VOICE-OVER: Things can get pretty ugly when you're bored.



VIDEO: Graphics of icons showing after-school activities, followed by website address.

SOUND: Upbeat music

VOICE-OVER: In an after-school program, you can find something way better to do.

Ad Agency Job Description Cards

Read the descriptions to find the job that sounds like you would be great for.

Storyboard Artist



The **storyboard artist** is responsible for:

- planning what the PSA will look, sound, and feel like.
- finding or drawing images to help the client imagine the PSA.
- working closely with the writer to pick images to match the script.
- helping the team choose the actors, location, costumes, props, music, and sound effects to bring the PSA story to life.

SKILLS: Artistic, creative

Producer



The **producer** is responsible for:

- making sure the proposal is completed by the client's deadline.
- helping the team reach agreement on all production decisions.
- developing a production plan.
- making sure that the production plan is workable (for example, that you know where you want to videotape and have transportation to the place you'll be taping).
- bringing together the script, storyboard, and ideas that your team has and finding a way to make it all work together.

SKILLS: Leadership, organization, good at getting people to work together

Writer



The **writer** is responsible for:

- describing in writing what topic your team chose, and why.
- describing the story your PSA tells in paragraph form (with help from your teammates).
- writing the storyboard script, including anything the actors say during the PSA and any other text that is in the PSA. (For example, voice-over or text that appears on the screen.)

SKILLS: Good with words, creative

Marketing Director



The **marketing director** is responsible for:

- leading research by taking notes for the team and taking responsibility for additional research. The information that you gather will help your team decide what story your PSA will tell, and how to tell it.
- leading the team in identifying the specific message you want to focus on.
- identifying a way to tailor your message to your target audience.

SKILLS: Good reader and researcher, understands what motivates people

Collective Responsibilities

- Generating ideas and making decisions.
- Researching the topic and sharing prior knowledge and opinions about the topic.
- Brainstorming story ideas.
- Finalizing the proposal.
- Collaborating on the storyboard (brainstorming, finding pictures, etc.)

Backgrounders: Establishing Good Study Habits

Want to do better in school? Here are some of the study habits of good students.

- I have one place to write down my homework assignments and any books that need to go home every day.
- I check this list every day when I'm packing my book bag to go home.
- I have a special place to study that's comfortable and quiet.
- Where I study, I have all the materials I need: paper, pencil, calculator, and dictionary.
- I have a place to use a computer if I need it.
- I study at about the same time every day, and know that this is the best time for me.
- When I sit down to study, I have a clear goal of what I want to accomplish in each subject.
- I usually have enough time to finish my homework.
- I have the phone number of at least one person in each class that I could call with a question about an assignment.
- Every night, I put all the things I need to take to school the next day in the same place.

Backgrounders: Staying in School

College is expensive and it means staying in school after high school graduation. What's the point? Well, graduating from high school and continuing your education can give you a huge edge in the job market and can have other positive effects.

Think about this...

- High school dropouts are eligible for only 12 percent of new jobs.*
- Unemployment rates are 4 times higher for high school dropouts than for college grads. **
- Seventy-five percent of America's state prison inmates are high school dropouts.*
- High school dropouts are 3.5 times more likely than high school graduates to be arrested in their lifetime.*

The good news is that staying in school can have a positive effect on your job and salary.

- College graduates (4-year degrees) make twice as much money (median weekly earnings) as high school dropouts.***
- Over a lifetime, the gap in earnings between someone without a high school diploma and someone with a degree from a 4-year college (or higher) is more than 1 million dollars!****

Sources:

* <http://www.moorhead.k12.mn.us/schools/rralc/thinking.asp>

** <http://www.bls.gov/opub/working/home.htm>

***Bureau of Labor Statistics, Median Weekly Earnings, 2008, www.bls.gov/emp/emptab7.htm

**** The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings, 2002, www.census.gov/prod/2002pubs/p23-210.pdf

Backgrounders: Saving & Spending

Teenagers in the U.S. spent an estimated \$153 billion in 2006.*

Unfortunately, most Americans don't save. In fact, a recent report found that half of American families have saved less than \$1,000.**

91% of college students have a credit card during their last year of college. College seniors owe, on average, more than \$2800 in credit card debt.***

More than a million people filed for bankruptcy in 2007. 40,000 of them were under 25.****

It's important to know how to manage your money because as you get older, things like credit cards, bills, loans, and rent start to be your responsibility. You need to know what you can afford, and what you need to do without, so you don't end up in debt or unprepared for emergencies.

So how can a teenager create a budget?

1. **Estimate:** How much money do you have each week?
2. **Decide:** What are you buying? Decide the categories for your budget. For example, food, clothing, entertainment, savings, etc.
3. **How much?** Decide what you will need or be able to spend in each category for the week.
4. **Keep track:** Write down everything you spend - even the littlest things. These small things can really add up. Keep reminding yourself of what your money saving goals are.
5. **Adjust:** If you find that you are spending more than you thought in one category, you need to adjust another category in your budget so you don't wind up short.

Sources:

*<http://www.marketresearch.com/product/display.asp?productid=1353518&xs=r>

** An analysis of Survey of Income and Program Participation commissioned by Merrill Lynch (1999)

***Nellie Mae Student Loan Company, May 2005, http://www.nelliemae.com/library/research_12.html

****AARP Policy and Research, June 2008, assets.aarp.org/rgcenter/consume/2008_11_debt.pdf

Backgrounders: Setting Goals

Here are some steps successful people use to set goals and reach them.

Step 1: Write it down!

Writing things down makes them more concrete and real. Be specific about your goals.

Step 2: Plan it out!

Make a list of all the things you will need to know and do to go from saying you want to do something to actually doing it.

Step 3: Make a date!

After you've made your list of things to do, you need to arrange them step-by-step in a way that makes sense. Assigning actual calendar dates to each thing you need to do is a good way of creating "checkpoints" that can help you measure your progress and "test" your commitment to your goal.

Step 4: Find a friend!

Identify adults and friends you can trust to help you with your plan by giving you ideas, suggestions, information, advice and encouragement to keep you on track!

Is your goal a SMART goal? Here's how to tell:

S	=	Specific (detailed, not general or vague)
M	=	Measurable (includes some quantity or element that can be measured)
A	=	Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)
R	=	Realistic (the goal-setter is willing and able to do the work for this goal)
T	=	Timed (establishes a time frame for accomplishing the goal)

Backgrounders: Avoiding Stereotypes

Stereotyping is making assumptions or value judgments about a group of people. And it can get in the way of working together as a team. The following quotes were taken from a transcript of PBS series *In the Mix*. This episode was called “Cliques: Behind the Labels.” For more information, visit the teen series *In the Mix* (www.inthemix.org).

Teen Guy: Everyone wants that—to have that feeling that they fit in some group. You know, there’s no one who wants to be a loner in a high school, you know.

Teen Girl: I think it’s inevitable that kids form cliques because people naturally group together.

Teen Guy: That’s just the way that people identify other people.

Eliza: And it doesn’t have to be because of class distinction or special interests. It can be because of anything.

Daniel: It’s automatic. You know, you see somebody, you’re going to think something about them. You’re going to think something about the whole group because they have common interests and you can see that.

Daniel: On certain days, I know people just think I’m a thug, cause it might just be a day that I didn’t feel like getting dressed up. It might be, you know, I have a pretty straight face. When I walk down the street, I know people thinking, ‘Oh, watch out. Watch out.’ It’s human nature to like just automatically label somebody. I mean, it’s always got to be in your head. You might not say it? You might not share it with somebody else but you can feel that way.

Teen Girl: Jocks make fun of a lot of freaks and they’ll put them down because they don’t play sports.

Teen Girl: Jocks think—jocks think they rule the school.

Teen Guy: Just cause I play a sport, people gotta—you gotta mess with me. You got to bring me down cause I play a sport! What is that, bro?

Teen Guy: Oooh, oooh, look at that tough guy walking around school. He’s so tough cause he plays sports. I’m not tough! I’m just like a regular person...trying to pick my way in school. You know?

Frank: It’s not wrong to assume, but it’s wrong to look and judge without asking to get to know who the person is.

Olga: People are just scared of things that are different than them. And when they see someone on the street that looks different, really they just like make fun of them because they don’t know like what they’re about.

Backgrounders: Building Credentials

What does an employer want from a new employee?

Responsibility, a positive attitude, and hard work.

Most people try to demonstrate these qualities during a job interview. But how can an employer tell you'll work hard day after day, week after week? By asking someone who knows you well! Showing that you've been a good worker in one place builds an employer's confidence in your ability to do well in the next place.

How can you get the experience you'll need to impress future employers?

Here are some choices:

- **Extracurricular Activities**

A sport or after-school club is a great way to have fun. You can learn something new. And you can get to know an advisor or coach who can describe your good attitude and hard work to a future employer.

- **Volunteer Work**

Many organizations are looking for teens to lend a hand. Can you tutor a younger kid? Visit with a person who's sick? Collect paper for recycling? Paint a playground? Plant a garden? Walk for charity? Then someone, somewhere, can put your talents to use. You'll be paid in smiles and thanks. You'll also find people who'll say how great you are when you apply to college or look for your first paying job.

- **Your Own Business**

For teens under 15, going into business for yourself may be a good option. Babysitting, housecleaning, lawn mowing, snow shoveling, dog walking, computer tutoring, and car washing – all are great ways to put cash in your pocket and satisfied customers on your list of references.

- **Paying Jobs**

Look for companies that hire teens – stores at the mall, fast food restaurants, parks departments, grocery stores, and summer camps.

Proposal Checklist

In the first table of each section, check off each task to make sure you've completed everything in that section of the proposal. Then in the second table of each section, answer the questions with either a "yes" or "no" response.

Section I: Identifying Info & Research

Have you recorded the following information? (check each box if it applies)

The group name.	
Which students have taken which job.	
The PSA topic.	
The target audience.	
Important facts about the topic.	
What you want the audience to know or do after viewing the PSA.	

Does your PSA meet the following criteria? (yes or no)

Does the PSA reflect the client's (Road to Success) mission?	
Have you identified the purpose for the PSA?	
Does the PSA address a topic important to the target audience?	

Section II: Description

Have you recorded the following information? (check each box if it applies)

The PSA topic.	
The target audience.	
The persuasive technique you've chosen.	
The one-sentence summary of your story.	
The description of your story.	
The tagline.	

Does your PSA meet the following criteria? (yes or no)

Does your story clearly describe what is going to happen in your PSA?	
Is your persuasive technique going to be effective at convincing your target audience?	
Has your team come up with a tagline that “speaks to” your target audience?	

Section III: Production Notes

Have you recorded the following information? (check each box if it applies)

Cast/characters	
Voice-over	
Props	
Words/graphics	
Costumes	
Locations: interior and exterior	

Does your PSA meet the following criteria? (yes or no)

Are all of your production decisions realistic? <ul style="list-style-type: none"> • Are the locations places that are easy to get to? • Do you have access to the props you’ve identified? • Will it be easy to find characters required for the story? 	
Can this story be told in 30 seconds?	

Section IV: Storyboard

Have you recorded the following information? (check each box if it applies)

A picture for each scene of the PSA.	
A one-sentence Description of Action for each scene of the PSA.	
Any Dialogue or Voice-Over in each scene of the PSA.	
Any other information needed to describe each scene of the PSA.	

Does your PSA meet the following criteria? (yes or no)

Is it clear what is happening in each scene based on your drawings?	
Have you shown or described what you can see in the background?	
Have you described any action or speaking that's not obvious in the storyboard?	

Persuasive Techniques

Think back to the PSAs you watched at the beginning of this unit. How did each persuade viewers to take an action? Which techniques would work best for your PSA?

Humor

PSAs that use humor make the viewer laugh. In “Sock Friend,” the mission is to show how boring hanging out after school can be. Boring enough to talk to your sock! In another PSA called “Feed the Pig,” a character is about to buy a big-screen TV that he can’t really afford. But he’s stopped by a look from his friend - a life-size piggy bank. Of course, the TV salesman isn’t too happy about this. The scene is silly, and memorable.

Real Life or Personal Examples

In these PSAs, people tell their own stories on camera. For example, high school students explain their own obstacles to graduation. Or a lung cancer victim explains the consequences of smoking.

Statistics/Facts and Figures

Numbers tell the story here. “Each day more than 1 200 young men and women give up on a high school education.” Or “The average high school drop-out earns less than half as much as the average college graduate. And is four times as likely to be unemployed.”

Heart-warming or Inspiring Story

These PSAs use heartwarming stories to make us feel good about helping out a good cause. For example, we see a low-income family moving in to their own house, thanks to the efforts of Habitat for the Humanities. Or we watch the graduation of a young man who’s the first in his family to finish college.

Keeping It Simple

30 seconds is a very short time. Use the following suggestions to keep your story simple:

1. No more than two locations.
2. No more than three characters with speaking roles.
3. No storytelling that involves big jumps in time. (Please don't use flashbacks or things that happen "10 years in the future.")

An effective PSA can be summarized in a single sentence. Write your story in one sentence before you create your storyboard, so you can tell if it's too complicated. Here are some examples:

1. Kids use paper airplanes to ask adults for help with college.
(www.KnowHow2GO.org)
2. A young woman works hard so she can attend college, and loves it.
(United Negro College Fund)
3. "The Pig" discourages a young man from spending too much on a TV.
(FeedthePig.org)

Say all of your dialogue out loud, slowly. Time it. If it's more than 30 seconds, you need to cut something out.

Ad Apprentice Pitch Outline

1. Ad Agency name and the names of every member of your Ad Agency:

2. PSA Topic and Target Audience: _____

3. Two reasons why this topic is important to our target audience:

- _____
- _____

4. Persuasive technique and reason we chose it. (Check one below.)

- humor
- real life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

Reason we chose this technique:

5. Who will present your storyboard? (One speaker, or several people playing various parts?)

List presenters' names and assignments below.

Presentation Tips

Try these tips for a making a convincing pitch. (You can rate yourself using the numbers at the right to identify areas you'd like to work on.)

	Needs Improvement	Below Average	Fair	Good	Excellent
1. Stand up straight.	1	2	3	4	5
2. Speak clearly.	1	2	3	4	5
3. Speak loudly enough to be heard.	1	2	3	4	5
4. Speak slowly, and pause for punctuation or to make a point.	1	2	3	4	5
5. Look up from your notes to make eye contact with the audience.	1	2	3	4	5
6. Relax!	1	2	3	4	5

Judge's Rubric: PSA Evaluation Guide

For each question, check one score. 1 is lowest and 4 is highest.

	1 Not really	2 Somewhat	3 Well	4 Couldn't be better
Will the PSA grab the viewers' attention?				
Is the storyboard easy to follow, and does it make sense?				
Does the tagline communicate the message of the PSA?				
Can this story be told in 30 seconds?				
Can this PSA be realistically video-taped by high school students?				

One Thing They Did Well:

One Thing That Needs Improvement:

Peer Evaluation

Group member's name: _____

Below each sentence, circle the number that best describes the group member's performance on the Ad Apprentice Proposal.

He/She completed his/her share of the work on the project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She put a lot of effort into the work we did on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She cooperated with the members of the team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She respectfully listened to our team members without interrupting.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She asked for assistance when he/she needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She offered help to our team members when they needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She shared in the planning of the project with our team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She showed leadership when working on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

Education After High School Glossary

Accreditation: official approval of a program after a school has met specific requirements.

Admissions: the department at a college or university that oversees the application and acceptance process.

Apprenticeship: a position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

Campus Life/Residence: the department at a college or university that oversees campus housing, dining, and on-campus clubs and activities.

Community College: a post-secondary school that offers career training, or preparation for a four-year college. (Also called a two-year college.)

Enrollment: the number of students who are currently attending a particular college or university.

Financial Aid: scholarships, grants, loans, and other assistance programs that help pay for tuition and other post-secondary school expenses.

Graduate School: additional education after a four-year college.

Licensed: legal permission to operate.

Post-secondary Education: schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.

Private College or University: school that receives only a small amount of ongoing government support, tuition is usually higher, but so is the aid that is offered.

Prospective Students: potential or future students at a college or university.

Public College or University: school partially funded by a state or local government, often called a state school or city college/university.

Specialized College: a public or private school that prepares you for a career in a specific field. Examples include art, music, teaching, engineering, business, health science, and religion.

Technical/Trade School: a post-secondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Tuition: fees paid for instruction, especially for post-secondary education.

Undergraduate: a student in a university or college who has not received their Bachelor's degree.

Post-secondary Education Notes

Apprenticeships

There are a lot of apprenticeships in skilled trades like plumbing or carpentry. But there are also apprenticeships in other professions like _____ (one example).

Some apprenticeships take as little as _____ year, but some can take _____ to _____ years to finish.

Apprenticeships are the _____ expensive way to go.

Technical and Trade Schools

You can get a _____ or certificate in different kinds of skilled careers like _____ (one example).

Technical and trade programs of less than two years take the _____ time to finish of all the post-secondary options.

Some can even be completed in as little as _____ months.

The cost of these schools can _____.

Community College

Community college prepares you for jobs like _____ (one example).

Community college takes _____ years to complete.

It will cost you about _____ per year.

Four-Year College

Four-year college is the most _____ option. It costs between \$4,000 a year and _____ a year.

Public schools are cheaper than _____ schools.

Four-year college generally takes the _____ time of all of the options.

Going to a four-year college gives you the option to go to _____ school, where you can become a doctor, lawyer, or other professional.

Post-secondary Options Pros & Cons

Directions: List one Pro and one Con for each type of post-secondary option listed below.

OPTION	PRO	CON
Apprenticeships in the Skilled Trades	You can get paid to learn.	You are trained to do a very specific job so you will need more schooling if you want to switch careers.
Trade/Technical School (less than 2 years)		
Community College		
Four-Year College		

Careers with a Degree of Two Years or Less

1. List careers you can get with a degree of two years or less.

2. List two reasons why a person would want a one- or two-year degree.

a.

b.

Pros and Cons of One- and Two-Year Schools

Technical/Trade Schools

Benefits:

- Offer courses that prepare you for a specific career.
- Shorter program length.
- Offer an excellent opportunity to gain practical experience in your future trade.

Things to Consider:

- The quality of the courses can vary; ask about the school's accreditation and reputation.
- This school makes you an expert in only one thing, so it's hard to switch careers.

Community Colleges

Benefits:

- You can graduate with a two-year degree, or use community college as a stepping-stone on the way to a 4-year degree.
- May offer evening or weekend classes (allows students to work while going to school part-time).
- Frequently offer specialized job training.
- Much more affordable than a four-year college.

Things to Consider:

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.
- Many students at community colleges do not live on campus, but commute to school instead.

Adapted from www.fastweb.com, "Types of Schools," by Kay Peterson, Ph.D.

KEEPING YOUR OPTIONS OPEN!

Medical Lab Tech

PATHWAY 1

Certificate from a
Technical School

PATHWAY 2

Bachelor's Degree in Medical
Technology from a **Four-Year
College**
↑
Associate's Degree from a
Community College

Restaurant Manager

PATHWAY 1

Certification
in Restaurant
Management from a
Technical Institute

PATHWAY 2

Bachelor's Degree in Hospitality
Management from a **Four-Year
College**
↑
Associate's Degree in Business
Administration from a **Community
College**

Nurse

PATHWAY 1

Certificate in
Nursing from a
Technical School

PATHWAY 2

Master's Degree as a Nurse
Practitioner
(1 to 2 years of **Graduate School**)
↑
Bachelor's Degree in Medical
Technology from a **Four-Year
College**
↑
Associate's Degree from a
Community College

Examining One- and Two-Year Programs

Directions: Answer the following questions using webpages you were given. If you cannot find an answer to a question below, feel free to leave that question blank. We will review these answers as a class.

Research Questions:

1. Describe the career program you're most interested in.

2. What degree, certificate, or license will you have when you finish?

3. List three courses (or topics) you'll study.

1) _____ 2) _____ 3) _____

4. How long will it take to complete the program?

5. How much will it cost? Does the school offer financial aid?

6. What kinds of jobs can you get when you're done?

7. Do they list any contact information? If so, record it below.

My Choices

For each sentence, circle the choice that best describes your college preferences.

1. I would like to attend a college with:

students very similar to me

different types of students

2. I would like to go to college where I can:

live close to home

see new places

3. I would like to go to college in a:

small town

big city

4. In my studies, I'd like to:

specialize in one thing

learn about a variety of things

5. A school where you get a lot of personal attention in smaller classes is:

very important to me

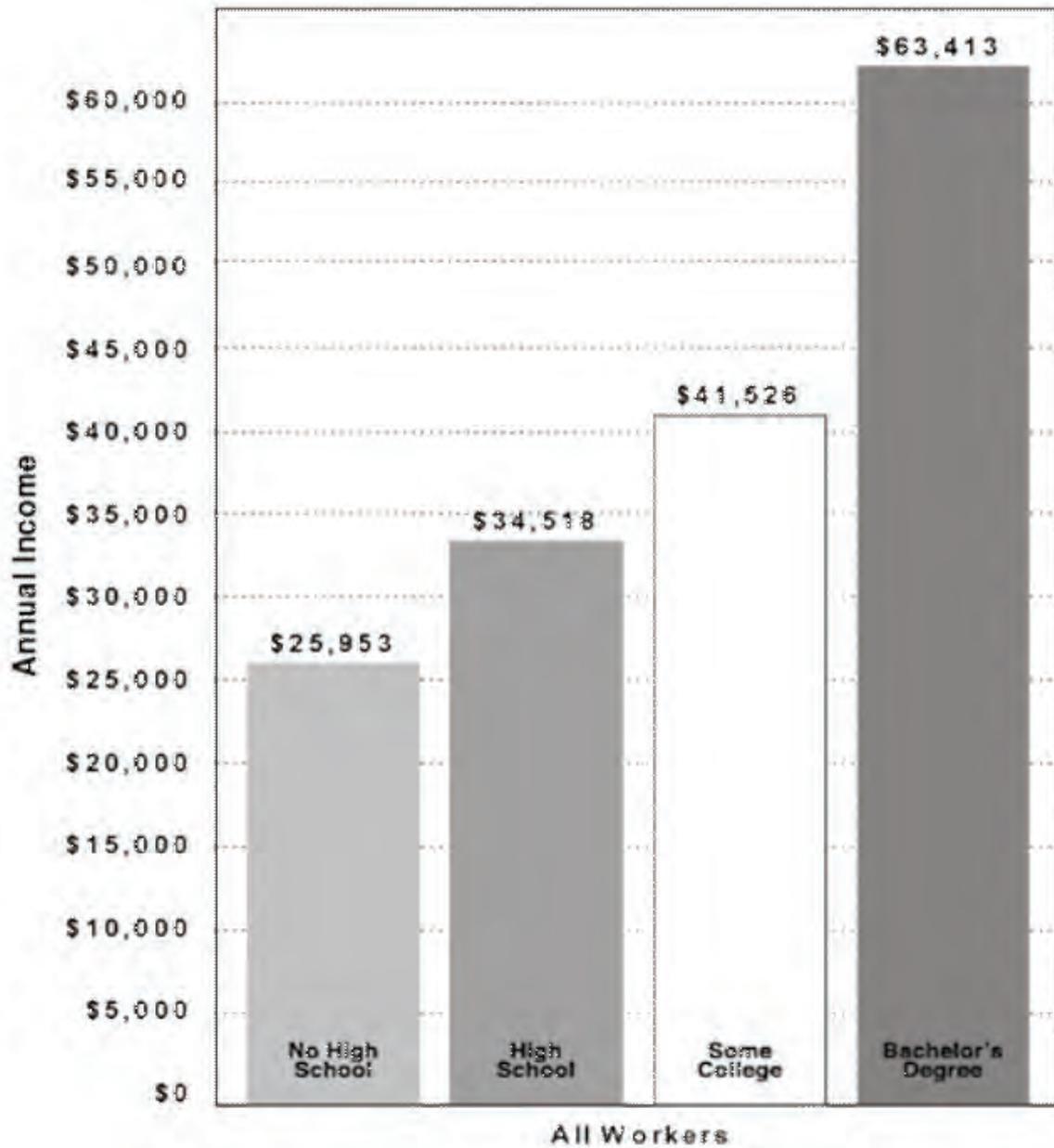
not very important to me

6. A school known for its sports teams is:

very important to me

not at all important to me

U.S. Mean Annual Earnings by Education



Source: Income United States 2003, U.S. Department of Commerce

Fees Please!

Use the IHaveAPlanlowa.gov website and other college websites to find out how much college costs. If you're working in a group, each student should research a different kind of school.

Vocabulary:

- **Tuition:** fees paid for instruction, especially for post-secondary education.
- **Room and Board:** fees paid for housing and meals.
- **Private College or University:** school that receives only a small amount of ongoing government support, tuition is usually higher.
- **Public College or University:** school partially funded by a state or local government, often called a state school or city college/university.

1

Kind of school: Tech or trade		
Name of school: _____		
	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

Note: It often takes a lot of digging to find accurate information about tech and trade schools. Here are some tips:

- First try searching for your school or program on IHaveAPlanlowa.gov . If it doesn't appear, search for your career on IHaveAPlanlowa.gov . Use the **Other Resources** button to find great stuff, like professional organizations with lists of accredited schools.
- If IHaveAPlanlowa.gov doesn't link to a program you're interested in, try doing a Google search using the school name.
- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.
- The following websites include information on tech and trade schools:
 1. www.constructmyfuture.com
 2. www.petersons.com

2

Kind of school: Community College (2-year college)

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

3

Kind of school: Public 4-year college

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

4

Kind of school: Private 4-year college

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

Check-up Questions:

The lowest total costs found by a member of my class was \$_____ per year. This did/
did not (circle one) include room and board.

The highest total costs found by a member of my class was \$_____ per year. This did/
did not (circle one) include room and board.

The least expensive school we found was a _____ (name type).

The most expensive school we found was a _____ (name type).

Don't be put off by the cost of college. You can get scholarships, grants, work-study jobs, and loans to help you pay. You can find scholarships in the Financial Aid Planning Tab of IHaveAPlanIowa.gov . Look in the Section titled Find Scholarships and use the tools that you find. For more info, see www.fastweb.com, www.collegeboard.com, or www.scholarships.com.

Education After High School Glossary II

Class Ranking: a number that compares students to others in his or her graduating class, usually based on grade point average. (For example, a student is 40th in a class of 250.)

Community College: a post-secondary school that offers career training, or preparation for a four-year college.

Credentials: qualifications, evidence that a person can handle a particular task.

Entry-level Job: job requiring little or no experience.

Financial Aid: scholarships, grants, loans, and other assistance programs that help pay for tuition and other post-secondary school expenses.

GPA (Grade Point Average): the average grade earned by a student, figured by dividing the grade points earned by the number of credits taken.

Grant: also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

High School Transcript: a record of the classes taken by a student in high school and the grades earned.

Internship/Apprenticeship: a position in which a student or a recent graduate receives supervised practical training.

Loan: financial aid that must be repaid.

Post-secondary Education: schooling after high school that includes apprenticeships, technical schools, community colleges, and four-year colleges.

Private College or University: school that receives only a small amount of ongoing government support, tuition is usually higher.

Public College or University: school partially funded by a state or local government, often called a state school or city college/university.

Reference: person who can recommend you for a job based on what they know about your character or work habits.

Room and Board: fees paid for housing and meals.

Scholarships: funds for college distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Standardized Tests: tests given to students in a similar setting under similar conditions in order to measure knowledge, skills, and abilities compared with other students.

Technical/Trade School: a post-secondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Tuition: fees paid for instruction, especially for post-secondary education.

Work-Study Program: work-study is a federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

College Scholarships Awarded

DO NOW: Carefully consider the photo and circle the best explanation of why these students won big scholarship money.



In 2009, this couple won \$3000 each to help pay for their college educations. What did they do to receive this money?

- Starred in their high school musical.
- Started an international project for peace.
- Designed the outfits they wore to prom out of Duck Tape brand duct tape.
- Entertained kids at a local children's hospital.

DO LATER: To look for scholarships that match your talents, use the Scholarship Finder in IHaveAPlanIowa.gov or sign up at one of these sites:

- www.fastweb.com
- www.collegeboard.com
- www.scholarships.com

Note: Check the websites' privacy policies to see who will have access to your info. Many websites of this type give you the option of "opting out" of receiving e-mail from advertisers.

For a preview of the **Free Application for Federal Student Aid**, visit www.fafsa.ed.gov.

For a calculator that estimates your family's Expected Family Contribution, go to www.petersons.com/finaid/efcsimplecalc.asp or www.FAFSA4caster.ed.gov.

Expected Family Contributions

Family #1

Your mom works as a salesperson at a discount store when your little brother is at school. Your family income is \$8,000 a year.



Expected Family Contribution (per year): \$0

Family #2

Your dad makes \$10/hour on a road construction crew. Your mom makes extra money babysitting for the neighbor's kids. Your family income is \$25,000 a year.



Expected Family Contribution (per year): \$350

Family #3

Your mom works as a freelance writer. Your dad has his own computer-repair business. Your family income is \$50,000 a year.



Expected Family Contribution (per year): \$5,000

NOTE: *Expected Family Contributions are for comparison only. Actual EFC's depend on family assets, number of family members in college, etc.*



Financial Aid Menu



Scholarships and Awards

- Based on merit (things you're great at), not need.
- Free money for college that you don't have to pay back.
- Often very competitive.



Grants

- Provided by federal and state governments, as well as individual colleges.
- Free money for college that you don't have to pay back.
- Awarded to students with low Expected Family Contributions.
- Maximum amounts awarded change from year to year.
- Some higher-priced private colleges may offer bigger grants.



Work-Study

- Your college will find you a part-time job on campus.
- The pay you receive can be used to pay your college bills or personal expenses.
- Awarded to students with low Expected Family Contributions.



Loans

- When you've used other forms of Financial Aid and still need more money, a loan can make up the difference.
- **CAUTION:** loans must be paid back after you graduate, and it often takes 5, 10, or even more years to do this. You may want to avoid \$20,000 in debt (\$80,000 for four years of school) if there's a chance you won't be making a lot of money when you graduate.

Scholarships and Awards 1



All of the scholarships and awards listed below were found on www.fastweb.com during the spring of 2006. Hundreds of scholarship opportunities suited to your talents and interests can be found by logging on and completing a personal profile.

HBCU Connect Minority Student Scholarship

\$1000 Awards for tuition at a Historically Black College or University such as Spelman or Tuskegee. Student must be African-American, Native American, or Hispanic American. An essay is required.

Girls Going Places Scholarship

\$1000 – \$10,000 15 scholarships for girls ages 12 – 18. An adult must write an essay about you that describes how you're taking steps towards financial independence, are developing a business sense, and making a difference in your community.

“The Worst Day of My Life” Scholarship

\$5000 Open to female high school students. You write a story of any length describing the worst day of your life. The winner gets a scholarship, and her story will be turned into a made-for-TV movie.

Anne & Matt Harbison Scholarship

\$1000 One award to a high school senior with a language-related learning disability. You have to be nominated by a member of the P. Buckley Moss society. (The society works for charity and to foster an appreciation of the art of P. Buckley Moss.)

Scholarships and Awards 2



Butterfly Award Grant

\$1000 5 awards available for students at New York City Public High Schools who have been active in AIDS/HIV education and demonstrated leadership. You need 2 letters of recommendation and a personal statement.

Brown Aveda Institute Scholarship

\$7000 – \$12,000 This award is for cosmetology (and esthiology) students interested in attending the Brown Aveda Institute in Mentor, Ohio. You must meet their admissions requirements and complete an application, questionnaire, and essay to be eligible.

Federal Junior Duck Stamp Art Competition

\$1000 – \$4000 Are you artistic? Pick a species of North American waterfowl and design a stamp. Open to K-12 students. Winners get \$, and the Best of Show becomes a real U.S. stamp. The U.S. Department of Fish and Wildlife sponsors this competition.

Future Teacher of America Scholarship

\$250 2 awards available to students in grades 9 – 11 who are pursuing a career in education. Take an online quiz that tests your knowledge of core subjects important to teaching.

Frank O'Neill Memorial Scholarship

\$500 2 awards. Is there somebody in your life who's been a positive influence? If you're attending a university, college, trade school, technical institute, vocational training or other post-secondary education program, write an essay of 1000 words or less describing this person's impact on you.

Holocaust Remembrance Project Essay Contest

\$2500 – \$10,000 30 awards. Open to students in the U.S. and Mexico, ages 19 and under. Write an essay of 1200 words or less on the topic specified. First-place winners receive a trip to Washington, D.C., and scholarships of up to \$10,000.

Scholarships and Awards 3



Excellence in 3D Animation Award

\$100 – \$1000 Download free software and create an animated character, prop, set, or movie scene. 2 contests/year.

McDonald's National Employee Scholarship

\$1000 – \$5000 Are you a high school senior and a McDonald's employee? If you work at least 15 hours/week and have been there for at least 4 months, you're eligible to apply for this college scholarship. One \$1000 winner/state, with a grand prizewinner of \$5000.

StraightForward Media and Communications Scholarship

\$500 It's easy to apply for this scholarship online. Just tell them your GPA, why you're studying media & communications, and how this scholarship will help you. 4 winners a year.

Siemens Westinghouse Competition

\$1,000 – \$100,000 A national competition for the best & brightest in math, science, and technology. Design a research project in mathematics, engineering, the biological and physical sciences or a combination of these. Compete as an individual or as part of a team.

Drive Your Future Scholarship

\$2500 This scholarship is available to high schools seniors who plan to attend college full-time or enter a vocational school program. You must be the first generation in your family to attend college and have a 3.0 GPA or better. Sponsored by Mercedes-Benz.

Scholarship Scavenger Hunt

Use **Student Handbook pages 75-77, Scholarships and Awards 1-3** to find scholarships or awards in each category.

Each item describes a student. Next to the description, write a scholarship or award the student could apply for. An example has been done for you. Some categories may be eligible for multiple scholarships. You may list all scholarships that fit each category.

Making a Difference	
A girl improving her community	<i>Girls Going Places Scholarship</i>
A New York City student educating people about AIDS	
Career	
A future teacher	
A current fast-food employee	
Where You Want to Go to School	
Someone who wants to go to a historically Black college	
Someone who wants to go to the Brown Aveda Institute	
Amazing Abilities	
A math or science whiz	
Somebody who can do animation	
A good writer	
Personal Challenges	
A student with a learning disability	

Check-up Questions

Directions: List one pro and one con for each kind of financial aid. The first one has been done for you.

Kind of Financial Aid	Pro	Con
Grants	Don't have to be paid back.	Usually based on financial need, so may not help people with high Expected Family Contributions.
Work-Study		
Scholarships and Awards		
Loans		

SCHOLARSHIP RESEARCH

Log on to IHaveAPlanlowa.gov or on to Fastweb.com and find out what scholarships are available to you. Choose 3 scholarship options, and fill in the chart using the web information for each. If you do not have an e-mail address, you can search for scholarships using www.collegeboard.com. You can also search for scholarships on the website www.scholarships.com.

DIRECTIONS FOR USING IHaveAPlanlowa.gov

1. Type www.IHaveAPlanlowa.gov in your browser's address space.
2. Log in to IHaveAPlanlowa.gov by entering your account name and password in the spaces in the upper right corner of the screen.
3. Click on the **Financial Aid Planning** tab and then on the **Find Scholarships** section.
4. Scroll down to the bottom of the page and click on **Scholarship Finder**.
5. Read the instructions beneath Your Scholarship Profile.
6. Build Your Scholarship Profile by clicking **Add/Change** next to any of the criteria listed on the left side of the page. Make sure you add at least one enrolment level in the criteria.
7. Once you have finished adding or changing your criteria, click **See Matching Scholarships** at the bottom of the page and review the list of scholarships that you may apply for. Choose three that seem most interesting to you. If you do not have a large enough scholarship list, you can click **Back to Your Scholarship Profile** at the bottom of your scholarship list to add or change your criteria.
8. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING FAST WEB

1. In order to use FastWeb type www.fastweb.com into your browser's address space. You should click on the red button that says **New Users: Start your free search**.
2. Enter your e-mail address and create a password for the website. This website will ask you for personal information which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from FastWeb's sponsors. If you check **Yes**, you will receive ads on a regular basis. If you click **No**, promotional e-mails will not be sent to your inbox.

3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING COLLEGE BOARD

1. In order to use College Board, type www.collegeboard.com into your browser's address space. You should click on the button that says **For students**.
2. Click on the green button on the right labeled, **Pay for College** and then click on the button labeled **Scholarship Search**. Half-way down the page you will see an arrow with the word "Start" next to it. Click on it.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING SCHOLARSHIPS.COM

1. In order to use Scholarships.com type www.scholarships.com into your browser's address space. You should click on the red button that says **New Users: Start your free search**.
2. Fill in your school year, birthday, and zip code. Then enter your e-mail address and create a password for the website. Once you have entered in this information, click the **Submit** button.
3. This website will ask you for personal information which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from Scholarships.com's sponsors or schools. If you check **Yes**, you will receive ads on a regular basis. If you click **No**, promotional e-mails will not be sent to your inbox.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

MY SCHOLARSHIPS

Name and amount of scholarship	Who is eligible?	Application process	How many scholarships will be awarded?	How well do I meet the qualifications?
McDonald's National Employee Scholarship \$1,000 \$5,000	High school seniors who work at McDonald's (15 hrs/week, 4 months)	Fill out application	50 \$1,000 prizes, one per state, one grand prize winner of \$5,000	

1. Has reading about your scholarship options made you more or less comfortable paying for college? Why?

2. What could you do to improve your chances of receiving a scholarship or financial aid?

What Schools Want

Fill in each school's application requirements below.

1) NAME OF COLLEGE/UNIVERSITY _____

Entrance Exams?

(Circle those required and list the average score(s) of applicants. If either SAT or ACT is required, circle both.)

- SAT _____
- ACT _____
- None required

Grade Point Average? _____

Written essay or personal statement? _____

Letter(s) of recommendation? _____

Additional Requirements _____

2) NAME OF COLLEGE/UNIVERSITY _____

Entrance Exams?

(Circle those required and list the average score(s) of applicants.)

- SAT _____
- ACT _____
- None required

Grade Point Average? _____

Written essay or personal statement? _____

Letter(s) of recommendation? _____

Additional Requirements _____

RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE

Subject	Credits Required	Sample Recommended Courses
Math	4	Algebra, Geometry, Algebra II, Pre-Calculus, Calculus
Science	3	Earth Science, Life Science, Biology, Chemistry, Applied Physics
English/Language Arts	4	Language Arts 1-IV or English I-IV
Social Studies	3	State History, World History, Civics, US History, Economics, Political Science
Foreign Language	0	Spanish I-IV, French I-IV (Check with the college; some require 2 years of the same language.)
Arts	0.5	Any Class from the Fine Arts Area
Health and Physical Education	2	Classes from the Health and Physical Education Area
Technology	0.5	Information Technology Applications (or other courses available at your school)
Electives	3	Select from courses available at your school.
Advanced Placement (AP) Courses	See your school counselor to learn what AP classes are available at your school.	Courses available in different areas within science, social studies, English, foreign languages, and more. Check with your school to see which AP courses are offered.

QUESTIONS FOR MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions for the guidance counselor. Write your questions below.

1. _____

2. _____

3. _____

4. _____

5. _____



You're Hired!

Imagine that you are the manager of the local ice cream shop. Which of these three job applicants would you hire? Why? Write your answers below.

WILL, AGE 16

- Worked as babysitter for a family in the neighborhood
- Volunteers for Meals on Wheels (delivers meals to people who are unable to leave their home)
- Friends say he's an "organization freak" and he loves to help his friends organize their lockers and bedrooms
- Helped tutor younger kids in math at a local after-school program

SANDRA, AGE 16

- Volunteered at local hospital once/week with church group, helps bring around dogs to cheer up patients
- Writes movie reviews and articles for the school newspaper
- Acts in school musicals
- Enjoys helping her dad cook meals for her whole family (that's 10 people in all)
- Worked as a junior counselor at the camp she went to as a kid

IAN, AGE 16

- Loves gaming, and has mastered all the levels of Madden NFL
- Known in his school for having a great sense of humor
- Draws cartoons for the school yearbook
- Can figure out any techno gadget with little effort

Your Recommendations:

Who gets the job?

I would hire _____ because _____

_____.

What jobs would you suggest for the other two applicants?

I think _____ would be good at _____
because _____
_____.

I think _____ would be good at _____
because _____
_____.

Tips for Building Credentials

Keep track.

- Start to keep a Credentials Notebook. Make a list of all the names and phone numbers of anyone you've worked for, even if it's babysitting or shoveling snow. This becomes your list of "satisfied customers" who can become references later on.
- In your Credentials Notebook, write down any sports or after-school clubs that you participate in, and what skills, talents, or knowledge you've learned from them. Your coach or advisor is a good person to recommend you for future work.
- Don't try to do everything at once. Being an expert in one area, such as computers or theater, can be as valuable as knowing a little about a lot of things.

Volunteer some time.

- To get ideas of where to volunteer, figure out the kinds of activities you like best. Do you prefer working with older people or younger people? Outdoors or inside? In groups or alone? Do you like office work or physical labor? And so on.
- Don't be afraid to try something outside your usual interests. Volunteering is a good way to discover hidden talents. It's also a good way to figure out what you don't want to do in your future career!
- When volunteering, remember that people with the least experience sometimes have to do the least exciting jobs. Be patient and remember that everybody has to start somewhere. Learn everything you can, and show that you're ready for new challenges.

Think ahead.

- Next time you're in the kind of store you might like to work in some day, ask if they have any entry-level jobs, and find out how old you have to be to apply for them.
- You don't have to wait until you're old enough for businesses to hire you. Think of ways that you might make money helping neighbors and friends – like babysitting, mowing lawns, shoveling snow, walking dogs, etc.

Colleges and employers want to know what you like and how you contribute to the world. Use this page to tell them.



Activities Checklist

Check all the activities that apply to your life. Add any that are not listed.

<input type="checkbox"/> Sports Team	<input type="checkbox"/> Political Campaign
<input type="checkbox"/> School Club	<input type="checkbox"/> Mentoring Program
<input type="checkbox"/> Band	<input type="checkbox"/> Volunteer Program
<input type="checkbox"/> Choir	<input type="checkbox"/> Part-Time Job
<input type="checkbox"/> Musical Instrument	<input type="checkbox"/> Help Family or Community Member
<input type="checkbox"/> Art	<input type="checkbox"/> Academic Competition
<input type="checkbox"/> School Play	OTHER
<input type="checkbox"/> School Newspaper	<input type="checkbox"/> _____
<input type="checkbox"/> Youth Group at Place of Worship	<input type="checkbox"/> _____
<input type="checkbox"/> Scouts	<input type="checkbox"/> _____
<input type="checkbox"/> Special School Project	<input type="checkbox"/> _____
<input type="checkbox"/> Babysit	<input type="checkbox"/> _____

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)

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

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 30-40 hrs. per week <input type="checkbox"/> Part-time 0-29 hrs. per week <input type="checkbox"/> Seasonal 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 to provide a work permit prior to working. Are you at least 16 years old? <input type="checkbox"/> Yes <input type="checkbox"/> No															
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="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="width: 12.5%;">S</th> <th style="width: 12.5%;">M</th> <th style="width: 12.5%;">T</th> <th style="width: 12.5%;">W</th> <th style="width: 12.5%;">TH</th> <th style="width: 12.5%;">F</th> <th style="width: 12.5%;">S</th> </tr> <tr> <td> </td> </tr> </table>		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.		Do you have any relatives now employed by our company? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify by name(s), position and location:														
Have you ever applied to our company before? If yes, where?																

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: Typing _____WPM 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? Yes No
 If yes, please explain:

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.) Yes No
 If yes, state details: Convictions will not necessarily disqualify applicant; each case is considered individually.

Permission to Work

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

Referral Source

Walk-in Applicant Newspaper Ad Employee Referral (Name) _____

Community Organization (Name) _____ School/College _____

Website (Name) _____ 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.

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 okay 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

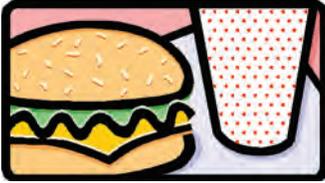
Review these questions as you prepare for job interviews.

- 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 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.

<p style="text-align: center;">Cashier Wanted</p>  <p>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, are reliable, and detail-oriented we want you!</p>	<p style="text-align: center;">Join our Team!</p>  <p>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.</p>
<p style="text-align: center;">Stock Clerk Needed</p>  <p>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.</p>	<p style="text-align: center;">Part-Time Instructor</p>  <p>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!</p>
<p style="text-align: center;">Boys & Girls After-school Program</p>  <p>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.</p>	<p style="text-align: center;">Hospital Volunteers</p>  <p>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.</p>

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: _____

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:

How Did I Do?

Complete the self-evaluation by responding to the prompts.

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

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

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

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?

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

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

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

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

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?

2. What were some of their responsibilities?

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

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

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

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

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

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

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

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 9:00-3:00, 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 co-worker 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?: _____

Monthly Budget Worksheet 1

Career _____ Education Level _____

Use this worksheet to subtract taxes and expenses from your gross monthly income.

Monthly Income	
A) Gross Monthly Income	\$ _____
B) Deductions (30% of A) (Multiply A by .3)	\$ _____
C) Net Monthly Income ($A - B = C$)	\$ _____
G) Total Monthly Expenses (from Expenses Worksheet on page 106)	\$ _____
H) Monthly Balance ($C - G = H$)	\$ _____

Expenses Worksheet 1

Use this worksheet to add up your expenses for one month.

Expenses: Details	Subtotal
D) Housing Costs Monthly rent or mortgage \$ _____ Household bills + \$ _____ (30% of rent or mortgage) (Multiply rent/mortgage by .3)	\$ _____
E) Transportation Costs Monthly payment or \$ _____ other transportation costs Vehicle maintenance + \$ _____ (30% of monthly payment) (Multiply car payment by .3)	\$ _____
F) Other Costs Leisure Item: _____ \$ _____ Leisure Item: _____ \$ _____ Leisure Item: _____ \$ _____ Groceries (at least \$250) \$ _____ Clothing \$ _____ Entertainment \$ _____ Other Expenses \$ _____	\$ _____
G) Total Monthly Expenses (D + E + F)	\$ _____

Percentage Calculator (optional, from previous lesson)

Knowing how to calculate percentages is a handy skill to have. Eating in a fancy restaurant? You'll need percentages to figure out the tip. Shopping at a big sale? Percentages will help you figure out what you can afford to buy.

In this lesson, you'll need percentages to figure out your take-home pay and your household and car expenses. Use the table below to help.

For example, if you make \$2000 a month, 10% of your income is \$200. 30% of your income is \$600, as shown in the shaded boxes below.

Monthly income, house payment, or car payment	10% (Drop the last number.)	30% (Add 10% 3 times, or multiply 10% by 3.)
100	10	30
200	20	60
300	30	90
400	40	120
500	50	150
600	60	180
700	70	210
800	80	240
900	90	270
1000	100	300
1100	110	330
1200	120	360
1300	130	390
1400	140	420
1500	150	450
1600	160	480
1700	170	510
1800	180	540
1900	190	570
2000	200	600
2100	210	630
2200	220	660
2300	230	690
2400	240	720
2500	250	750
2600	260	780
2700	270	810
2800	280	840

Monthly income, house payment, or car payment	10% (Drop the last number.)	30% (Add 10% 3 times, or multiply 10% by 3.)
2900	290	870
3000	300	900
3100	310	930
3200	320	960
3300	330	990
3400	340	1020
3500	350	1050
3600	360	1080
3700	370	1110
3800	380	1140
3900	390	1170
4000	400	1200
4100	410	1230
4200	420	1260
4300	430	1290
4400	440	1320
4500	450	1350
4600	460	1380
4700	470	1410
4800	480	1440
4900	490	1470
5000	500	1500
5100	510	1530
5200	520	1560
5300	530	1590
5400	540	1620
5500	550	1650
5600	560	1680

Monthly Budget Worksheet 2

Career _____ **Education Level** _____

Use this worksheet to subtract taxes and expenses from your gross monthly income.

Monthly Income	
A) Gross Monthly Income	\$ _____
B) Deductions (30% of A) (Multiply A by .3)	\$ _____
C) Net Monthly Income ($A - B = C$)	\$ _____
G) Total Monthly Expenses (from Expenses Worksheet on page __)	\$ _____
H) Preliminary Monthly Balance ($C - G = H$)	\$ _____
I) Chance	\$ _____
K) Final Monthly Balance ($H + / - \text{Chance} = K$)	\$ _____

Expenses Worksheet 2

Use this worksheet to add up your expenses for one month.

Expenses: Details	Subtotal
D) Housing Costs Monthly rent or mortgage \$ _____ Household bills + \$ _____ (30% of rent or mortgage) (Multiply rent/mortgage by .3)	\$ _____ \$ _____
E) Transportation Costs Monthly payment or \$ _____ other transportation costs Vehicle maintenance + \$ _____ (30% of monthly payment) (Multiply car payment by .3)	\$ _____ \$ _____
F) Other Costs Leisure Item: _____ \$ _____ Leisure Item: _____ \$ _____ Leisure Item: _____ \$ _____ Groceries (at least \$250) \$ _____ Clothing \$ _____ Entertainment \$ _____ Other Expenses \$ _____	\$ _____ \$ _____
G) Total Monthly Expenses (D + E + F)	\$ _____