



# How I Started My Career

## Teacher's Guide and Program Resources

In this DVD program, your students will meet Brooks and Darianne — two young people who have just started their careers. Your students will follow them each step of the way as they make decisions about school, their career choices, job hunting, starting their first full-time jobs and living on their own.

Throughout the program, the narrator will pose questions to help your students think about how they can start their careers and become independent. These periodic questions will also give you the chance to pause the program and discuss each question with your students if you wish. On the following four pages, you will also find the questions in a printable format if you would like your students to write individual answers. Here are the questions the narrator will pose:

- 1) High school is important because you can explore your interests. Your classes, clubs, activities, sports, part-time jobs and friends all help you find out what you like and don't like to do. Are you taking advantage of what your school has to offer?
- 2) Just think about all the choices that are available after high school. What choices will you make?
- 3) Now that you have seen how Brooks and Darianne handled their adjustment to college, would you have done the same things or handled the situations differently.
- 4) Do you think it is a good idea to have your best friend as a roommate in college?
- 5) Why do you think a potential employer would care about your part-time jobs in high school and college?
- 6) What resources could you use when you start your first job search?
- 7) How would you prepare for an interview?
- 8) What things should you consider when looking for an apartment and before signing a lease?
- 9) Owning a car means a lot of expense. What do you think those expenses are?
- 10) To live independently comes at a cost. What else will you need to pay for?
- 11) Why do you think it is important to save regularly and how much should you save every month?
- 12) Why do you think you will need both a debit card and a credit card?
- 13) How can you establish a good credit rating?
- 14) What choices are you going to make today and in the near future to help you start your career?

Following the question pages is a page of complementary activities you might choose to use with this video program. We have also included the common core state standards that apply to this program and the complementary activities.

1) High school is important because you can explore your interests. Your classes, clubs, activities, sports, part-time jobs and friends all help you find out what you like and don't like to do. Are you taking advantage of what your school has to offer?

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2) Just think about all the choices that are available after high school. What choices will you make?

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3) Now that you have seen how Brooks and Darianne handled their adjustment to college, would you have done the same things or handled the situations differently.

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4) Do you think it is a good idea to have your best friend as a roommate in college? Why or why not?

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5) Why do you think a potential employer would care about your part-time jobs in high school and college?

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6) What resources could you use when you start your first job search?

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7) How would you prepare for an interview?

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8) What things should you consider when looking for an apartment and before signing a lease?

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9) Owning a car means a lot of expense. What do you think those expenses are?

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10) To live independently comes at a cost. What else will you need to pay for?

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Name:

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11) Why do you think it is important to save regularly and how much should you save every month?

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12) Why do you think you will need both a debit card and a credit card?

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13) How can you establish a good credit rating?

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14) What choices are you going to make today and in the near future to help you start your career?

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Name:

Period:

# How I Started My Career

## Complementary Activities

### 1. Write a Fictional Biography

No one can predict the future, but it could be fun to try. Have each of your students use what they learned from Brooks and Darianne and write an account of what might happen to a fictional person over the next five or ten years.

### 2. Interview a Family Member or Friend

Everyone has a story to tell that others can learn from. Have each of your students interview one or more family members or friends who are willing to share their stories even if they choose to do it anonymously. Then have them use the information from the interview to write that person's story.

Here are some questions you can have them use or you can have them develop their own questions:

1. What academics, activities and work were you most involved in during high school?
2. What was your first job? What did you do and how much did you make? What did you like and dislike about the job? What did you spend your earnings on?
3. What did you do immediately after high school?
4. After high school, how did you pay your way? What did you need to spend your money on?
5. How do you use each of these to manage your finances? Cash, checks, debit card, credit card.
6. Have you ever had a problem managing your finances? How did you deal with it?
7. When did you open your first bank account(s) and what type(s) did you open?
8. Do you have a savings plan?
9. Have you had financial emergencies and how did you handle them?
10. Since high school have you (a) gone to school (b) worked (3) joined the military?
11. Has there been a time when you have been unemployed? How did you pay your bills during this time? How were you able to get your next job?
12. Has there been a time since you left home that you needed to go back home and live?
13. Describe your current job and what you do in a normal day.
14. What do you like and dislike about your current job?
15. How much time do you spend working?
16. What has surprised you about working?
17. What is the salary range for your job?
18. What must you spend your money on now?
19. Did you ever have a roommate? What was good and bad about it?
20. What has surprised you about managing your money?
21. Thinking back, is there anything you would do differently in high school or after?
22. Are you happy or satisfied with your choices so far?
23. What has been the most difficult thing for you in the past 5 years?
24. What is next for you? How do you plan to make that happen?
25. What do you wish someone had told you in high school that would have helped you be successful and make it on our own?

### 3. Research a Role Model

Have your students research someone they would like to emulate or a well-known person they admire to learn how they reached their career and financial goals. Have your students present the early years of that person's life as a short written biography or as an oral presentation to the class.


# How I Started My Career

## Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects




Each of the following anchor standards for speaking and listening which is aligned with *How I Started My Career* or with the complementary activities has been marked with a **red arrow**.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
-  3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

-  4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
-  5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
-  6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.




# How I Started My Career

## Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects




Each of the following anchor standards for writing which is aligned with *How I Started My Career* or with the complementary activities has been marked with a **red arrow**.

### College and Career Readiness Anchor Standards for Writing




#### Text Types and Purposes

-  1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
-  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
-  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.


#### Production and Distribution of Writing

-  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
-  6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

-  7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
-  8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
-  9. Draw evidence from literary or **informational** texts to support analysis, reflection, and research.

#### Range of Writing

-  10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.