



JOBS *for* **LIFE**
Building lives. One job at a time.

Jobs for Life Instructor

Teaching Outline Supplement

JfL Instructor

Jobs for Life Teaching Outline

Class 1: Let's Get Started!

Purpose

To create an exciting, welcoming environment where students:

- 1) Experience community
- 2) Begin to understand their value
- 3) Identify the benefits of Jobs for Life™ training
- 4) Determine their expectations of the Jobs for Life™ program
- 5) Review what is expected of Jobs for Life™ graduates.

Lesson Focus

- 1) Introduction
- 2) Overview
- 3) JfL Benefits
- 4) JfL Expectations

Welcome - Let's Get Started (est. 10 min.)

- 1) Volunteers / Students sign in and receive a name badge
- 2) Welcome reception
- 3) Brief Welcome
- 4) Opening Prayer
- 5) Introduction of concept of "life journey"
- 6) Explanation of JfL training goal - meaningful employment as part of life journey
- 7) Introduction of elements of JfL Training: Community, Curriculum, Champions

1.1 Activity: Introductions (est. 10 min.)

- 1) Introduction of Instructor with response to **QUESTION: Why are you here?**
- 2) Introduction of all class participants with response to **QUESTION: Why are you here?**
- 3) Board listing of responses for future discussion for Activity 1.4

1.2 Lesson Introduction: Our Value and Our Journey (est. 10 min.)

- 1) Explanation of Life Journey and Choice
- 2) Introduction to truth that :
 - a) All are valuable to God
 - b) Each is fearfully *and wonderfully made* (Psalm 139:14) and *created in the image of God* (Genesis 1:26)
 - c) God has plans for us - all has purpose in life
- 3) Explanation of how Jobs for Life™ training is designed to help students:
 - a) Understand one's unique value
 - b) Discover God's purpose and plan for one's life
 - c) Discover the gifts and talents that God has specifically equip one with for His purpose
 - d) Application of gifts and talents to work/job to enrich one's life

1.3 Presentation: A Message from Jobs for Life™ Graduates (est. 10 min.)

- 1) Presentation of Jobs for Life™ Graduate DVD or former Jobs for Life graduate life journey and JfL experience
- 2) Class discussion: What Did You Hear?.

1.4 Class Discussion: My Expectations (est. 15 min.)

Goal: To identify student's realistic and unrealistic expectations of Jobs for Life™ training.

- 1) Class Discussion on **QUESTION: What do I expect to gain from Jobs for Life training? Why Am I Here?**
- 2) Introduction to "Parking Lot" concept
- 3) Board list of responses
- 4) Review of Activity 1.1 List
- 5) Class Discussion on "Realistic" and "Unrealistic" expectations

1.5 Class Discussion: Jobs for Life™ Benefits and Expectations (est. 20 min.)

- 1) Clarification of Jobs for Life™ expectation of students
- 2) Review of typical JfL benefits:
 - a) Add features and skills to increase earning power
 - b) Road map (vocational plan) to a specific goal
 - c) Identify and overcome roadblocks
 - d) Learn the importance of character traits –Why this increases job success
 - e) Research, locate and secure a job
 - f) Learn from community resource providers
 - g) Meet and learn about jobs from employers
 - h) Stay employed and advance
 - i) Make friendships
- 3) Brief review of:
 - a) Role and responsibilities of Instructor, Champions, Student Relations, etc.
 - b) Student Job Description
 - c) Training class schedule
- 4) Introduction to the JfL Graduation Requirements

1.6 Activity: Questions (Est. 5 min.)

- 1) Review frequently asked questions about the Jobs for Life™ program
- 2) Brief open class discussion to **QUESTION: “What may keep me from completing this course?”**
- 3) Board listing and discussion of all responses

1.7 OPTIONAL Value Added Activity: Local Business Presentation(s) (est. 10 min.)

Purpose: For students to hear, directly from the business community, the value of staying with the training and graduating from Jobs for Life™.

- 1) Illustration of JfL training benefits: Presentation by 1-2 local business representatives on the value Jobs for Life™ training.

1.8 Marking Our Course: Class 1 Summary (est. 5 min.)

- 1) This Lesson Covered
 - a) **Our value**-You are fearfully and wonderfully made. God thinks you are incredibly valuable and He gives you hope for the future.
 - b) **Our journey**- Jobs for Life™ training will help you on your journey to employment and your journey through life.
- 2) Principles That Work For Life:
 - a) I have a special purpose for which I am uniquely designed
 - b) I have value, God says so
 - c) Unrealistic expectations can lead to disappointment, anger and giving up
 - d) False beliefs can cause roadblocks.
 - e) Developing our God given talents and interests make us valuable to employers
 - f) Becoming a positive role model for our children will increase the likelihood of their success
- 3) Looking Ahead

1.9 Homework Assignment

Instruction review for Homework 1: My Value and My Goals

† Optional Good News Message: We're Not Alone, John 1:10-13

If you have been underestimated, judged and labeled, you are not alone. Even the God of the universe has been in that position. The Book of John in the Bible tells us that, *“10 He came into the very world he created, but the world didn't recognize him. 11 He came to his own people, and even they rejected him.”*

God came to earth in human form through Jesus Christ and even the people who had been waiting for him didn't see who He really was. But for the people who believed in Jesus, God made an awesome promise, *“12 But to all who believed him and accepted him, he gave the right to become children of God. 13 They are reborn—not with a physical birth resulting from human passion or plan, but a birth that comes from God.”* We can share in that promise and become children of God when we believe and confess that Jesus died for us.

Jobs for Life Teaching Outline
Class 2: Why Should I Take This Journey?

Purpose

The purpose of this class is to:

- Identify roadblocks and begin to develop a plan to overcome them
- Learn how to get from where we are to where we want to be
- Grasp God's perspective on our value and work
- Hear of other's experience

Lesson Focus

Why Work?

Life Roadblocks

My Motives

My Life Journey

Welcome, Let's Get Started (est. 5 min.)

- 1) Volunteers / Students sign in and receive a name badge
- 2) Brief Welcome and Opening Prayer
- 3) Introduction of new students with response to QUESTION: "Why are you here"
- 4) Distribute Student Workbooks, providing instructions for use in class. Review lost book policy.
- 5) Small Group Activity: Groups of two (JfL Recommendation: No cross-gender group) share one personal accomplishment (work, sports, family, activities, etc.) most proud of (Homework 1).
- 6) Class Activity: Small Group introductions to class

2.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 1 Review
 - (a) **Our value**-You are fearfully and wonderfully made. God thinks you are incredibly valuable and He gives you hope for the future.
 - (b) **Our journey**- Jobs for Life™ training will help you on your journey to employment and your journey through life.
- 2) Principles That Work for Life
 - a) I have a special purpose for which I am uniquely designed
 - b) I have value - God says so.
 - c) Unrealistic expectations can lead to disappointment, anger and giving up
 - d) False beliefs can cause roadblocks.
 - e) Developing our God given talents and interests make us valuable to employers.
- 3) Class 2 Purpose:
 - a) We will learn that we were created to be fulfilled and provided for through work.
 - b) We will hear about the journeys of other graduates and how they overcame roadblocks in achieving their goals.

2.2 Lesson Introduction: Why Work (est. 10 min.)

Goal: To encourage students to understand that we were created by God to work and that God has chosen work as a primary way to provide for our basic needs.

- 1) Class Activity: (Write on Board): "Is work a blessing or a curse?"
- 2) Class list and discussion on positive and negative reasons for work.
- 3) Key Focus Points:
 - a) Character development that comes from work
 - b) "We are created and designed to work."
- 4) Class reading::
 - a) Bible Reference: Genesis 1:26-28
 - b) Bible Reference: Genesis 1:31-2:2; 2:15
- 5) Key Focus Point: a) God works; b) God gives each of us the ability to work; c) God gives us our jobs
- 6) Student Workbook entry - fill in blanks: *God works, God called his work excellent, God created people in His image and the first thing he did was give them a job.*
- 7) Summary **QUESTION:** Why should I work?

2.3 Lesson Introduction: Life Roadblocks (est. 5 min.)

Goal: To explain the concept of “roadblocks”—negative choices or circumstances—that must be addressed to progress in our life journey.

- 1) Further Introduction to “roadblocks” (First introduced in Class 1)
 - a) Definition: Specific events in life that dramatically affect forward progress
 - b) Characteristics of “roadblocks” (inevitable; a part of everyone’s life; temporary barriers; not permanent)
 - c) Roadblocks may be used by God
 - d) Our choice impacts our journey
 - e) Can be overcome

2.4 Class Activity: Jack and Anita’s Life Journeys (est. 25 min.)

Goal: To further illustrate the importance of understanding our experiences as part of a “Life’s Journey.”

- 1) Introduction: Life is made up of a series of steps forward interrupted by occasional, and sometimes, serious roadblocks that may even push us backward for a time.
- 2) Review and discussion of Jack’s Story and roadblock chart: Overcoming Roadblocks through Determination and Discipline (Childhood, Youth, Adulthood, Employment Goal)
- 3) Review and discussion of Anita’s Story: Overcoming Roadblocks through Faith and Perseverance
- 4) Small Group Activity: Briefly Review Anita’s roadblock chart (Childhood, Youth, Adulthood, Employment Goal)
- 5) Class Discussion: Identify key life points for Jack and Anita
- 6) Class **QUESTION**: “What roadblocks can you identify with in Jack and Anita’s lives?”
- 7) Class discussion on Jack and Anita’s story.
- 8) **Summary**: 1) Jack and Anita each had to make:
 - a) A decision regarding what they wanted for their life
 - b) Tough choices and personal sacrifices to re-direct their life.
 - c) Good choices, plus self discipline and perseverance, to overcome even the most painful
 - d) Roadblocks that had served as temporary barriers in their lives.

5 Minute Break

2.5 Class Activity: My Journey (est. 15 min.)

Goal: For students to practice public speaking skills, and to begin to develop trust and community among students as they share about themselves.

- 1) Presentation of Jobs for Life™ Leader’s life journey (to include personal life roadblocks and how they were overcome.)
- 2) Ground Rules that build trust and encouragement.
 - a) Three minutes per student presentation
 - b) May use Jack and Anita’s life journey charts as presentation outline
 - c) Affirm that what is said in class stays in class
 - d) Students will take note of the things they have in common with each presenter.
 - e) Remember to applaud each presenter upon completion of their presentation

2.6 Lesson Introduction: Learning from Other’s Life Journey (est. 10 min.)

Goal: To help students understand how we can learn from each other.

- 1) Introduction:
 - a) We learn from others
 - b) Life journeys of the people in the Bible reveal how God wants us to live.
- 2) Outline:
 - a) Purpose of life journeys of Joseph, David, Ruth, and Jonah
 - b) The Bible as the Jobs for Life™ textbook
 - c) Joseph: Experienced difficult challenges, but never lost sight of God’s work in his life
 - d) David: Had great successes in life yet found a desperate need for forgiveness

- e) Ruth: Sometimes our roadblocks have nothing to do with choices we made in the past. But often how we deal with our circumstances can help us overcome our roadblocks.
- f) Jonah had experienced God's saving grace, but pride kept him from showing kindness to others

2.7 Optional Value-added Activity: Local Business Presentation (est. 10 min.)

Purpose: For students to hear, directly from the business community, the value of staying with the training and graduating from Jobs for Life™.

- 2) Illustration of JfL training benefits: Presentation by 1-2 local business representatives on the value Jobs for Life™ training.

2.8 Marking Our Course: Class 2 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) We are created to work -Work is a gift from God
 - b) Life is made up of different journeys that will include road blocks
 - c) Roadblocks are inevitable and don't have to remain permanent.
 - d) Our choices can negatively and positively impact our journey
 - e) By remembering and understanding the journey and success of past Jobs for Life™ graduates we can be confident of achieving employment and a more abundant life.
- 2) Principles That Work For Life
 - a) Roadblocks aren't permanent, they can be overcome
 - b) Everyone has roadblocks
 - c) Change is necessary. The definition of insanity is doing the same things and expecting a different outcome.
 - d) Working together Jobs for Life™ can develop your God given interests and talents valuable to employers
- 3) Looking Ahead
 - a) Learn how to effectively pursue the job you want.
 - b) Understand the job market supply and demand
 - c) Discover why character counts
 - d) Learn how to increase your demand to become a marketable employee
 - e) Explore your employment skills and interests.

2.9 Homework Assignment

- 1) Instruction review for Homework 1: My Journey

† Optional Good News Message: We Can Find Rest, Matthew 11:28-30

Everyone's life is full of roadblocks, no matter what shape they take. Life has the potential to wear us all out if we try to tackle it by ourselves. God never intended us to live that way—apart from him, on our own.

In Matthew 11:28-30, Jesus says, *28"Come to me, all you who are weary and burdened, and I will give you rest. 29Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. 30For my yoke is easy and my burden is light."* Jesus came to show and remind us that God created us to live in relationship with him, resting in God's strength and provision, not our own.

Jobs for Life Teaching Outline
Class 3: What Do I Bring on the Journey, and What Do I Still Need?

Purpose

The purpose of this class is to for students:

- To discover his/her job-related interests and skills,
- Understand why employers are willing to pay more for some jobs than others,
- How to increase their earning potential by adding new skills and work experience.

Lesson Focus

Added Features and Added Values
Career Skills and Assessment

Welcome, Let's Get Started (est. 5 min.)

Volunteers / Students sign in and receive a name badge

Brief Welcome and Opening Prayer

Introduction of new students with response to QUESTION: "Why are you here"

3.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 2 Review
 - a) We are created and designed to work.
 - b) Work is a gift from God.
 - c) Life is made up of different journeys that will include roadblocks.
 - d) Roadblocks are inevitable.
 - e) Roadblocks do not have to remain permanent.
 - f) Our choices can negatively and positively impact our journey.
- 2) Principles That Work for Life
 - a) Roadblocks aren't permanent, they can be overcome
 - b) Everyone has roadblocks
 - c) Working together JFL can develop your God-given interests and talents valuable to employers
- 3) Class 3 Purpose:
 - a) Define your job-related interests and skills and understand why employers are willing to pay more for some jobs than others
 - b) Define your employment goal and determine the qualifications (i.e. interest, skills and experience) required of that job.

3.2 Lesson Introduction: What Kind of Car Would You Buy? (est. 10 min.)

Goal: To: A) explain that wages are usually driven by supply and demand in the labor market, as well as skills, education and experience; B) help students understand that employers have choices in selecting employees; C) get students thinking about features and skills that they may need to acquire to make them more valuable to employers thus increasing their earning potential.

- 1) Class Discussion: What kind of car would you buy? (10 minutes)
 - a) Introduction and teaching of the Car Pyramid Chart
 - b) Exercise Focus: Why some employees earn more than others; Comparing skills and talents of employees to features of cars (car pyramid)
 - c) Class Discussion on **QUESTIONS**:
 - **What kind of car would you buy?**
 - **What features do you want on your car?**
 - **What makes the car you want different from the car you have?**
 - **What features are you willing to pay more for?**
 - **Why do car manufacturers, like GM, make so many different cars?**
 - **What does the car market have to do with finding a higher paying job?**
 - **Increasing your job skills and education will increase your ability to make money on the job.**
 - d) Emphasize: More Skills = Higher Salary

3.3 Discussion: Why Do Some Employees Earn More? (est. 10 min.)

Goal: To 1) explain that wages are usually driven by supply and demand in the labor market, as well as skills, education and experience; 2) help students understand that employers have choices in selecting employees; and, 3) get students thinking about features and skills that could make them more valuable to employers thus increasing their earning potential.

- 1) Introduction to the Labor Pyramid Chart
 - (a) Why do some employees earn less than others?—Unskilled labor
 - (b) Will increasing job skills increase your ability to earn more money?—Skilled labor
 - (c) Will increasing your education level increase your salary?—Professionals
 - (d) What about management experience?—Mid-level management
 - (e) Upper Management
- 2) Labor Pyramid Questions and Answers (Small Group or Supplement Homework Assignment)

3.4 Optional Value-Added Activity: The Features Game (est. 10 min.)

Goal: To demonstrate how added features affect prices of goods to illustrate how added skills impact our ability to earn higher wages.

- 1) Introduction to The Feature Game
- 2) Class Discussion QUESTIONS

3.5 Lesson Introduction: First Impressions Count (est. 5 min.)

Goal: To encourage students to think about what and how they are communicating and how first impressions and communications skills can add significant value in their job search effort.

- 1) First Impressions Count
 - a) Body language and appearance often communicates more than spoken words
 - b) Interviewer to develop a “first impression” about a potential employee in first 4 minutes
 - c) Preparation time and practice to make the best impression possible yields greater chance of getting the job.
 - d) Dressing for Success Tips for Men and Women

3.6 Avoiding Negative Body Language (est. 10 min.)

Goal: To increase student awareness of the effect their unconscious behavior may have on others, especially when they are under stress

- 1) Class Activity: Negative Body Signals, followed by brief discussion

3.7 Activity: Body Language - Accentuating the Positive (est. 10 min.)

Goal: To look at five ways to apply positive body language and attitude for a more confident and effectively delivery of our message.

- 1) Review of 5 P's for Positive Body Language and Attitude
 - a) Role Play: Have students introduce themselves as for an interview

5 Minute Break

3.8 Activity: Exploring Our Employment Skills and Interest (est. 40 min.)

Goal: To lay foundation for Vocational Planning; 1) For students to explore and discover their career interests and skills, and the requirements of various kinds of career fields; 2) to assess possible roadblocks and what must be done to overcome them; and, 3) to begin narrowing the job search focus.

- 1) Introduction of Career Assessment and it's purpose
 - a) Instructions and completion of assessment. Champions assist as needed (20 min.)
 - b) Class sharing of results
 - c) Beginning process of identifying a starting point and destination point for journey

3.9 Discussion: Parable of the Three Servants (est. 10 min.)

Goal: To provide a Biblical example of the importance of our choices and the consequences of using or not using what God has given us.

- 1) Teaching of Matthew 25:14-29
- 2) Class Discussion Outline:

- a) Each servant possessed God-given abilities to be invested wisely before the return of their master.
- b) The third servant falls short because he failed to use what he had been given.
- c) Jesus wants us to be good stewards of what he has given us.
- d) The first two servants wisely invested what they had been given.
- e) Our challenge is to discover the interests and talents buried within us and to develop them to their maximum potential for God's glory and our blessing.

3.10 Marking Our Course: Class 2 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) Pursuing our ideal job
 - b) Supply and demand in the job market
 - c) Increasing our demand as a marketable employee
 - d) Exploring our employment skills and interests
- 2) Principles That Work For Life
 - a) Using career guide tools helps us identify our job-related interests and skills so we can develop a vision of where we want to work.
 - b) You can earn more as you gain the skills, education and experience that are valuable to your employer
 - c) Each of us has been given by God certain abilities and opportunities to improve our abilities – use them
- 3) Looking Ahead
 - a) Effective communication skills
 - b) How we can succeed even in times of struggle
 - c) How we can effectively deal with authority figures and negative situations

3.11 Homework Assignment

Instruction review for Homework 3: "My Journey - Tell Me More About Myself"
Job Posting Assignment

Jobs for Life Teaching Outline

Class 4: Who Is Driving?

Purpose

The purpose of this class is to for students to:

- Learn how to make a lasting impression on a prospective employer by developing positive communication skills
- Discover how letting God drive in our journey enables us to effectively deal with trials

Lesson Focus

Character
Faith
Authority
Integrity

Welcome, Let's Get Started (est. 5 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

4.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 3 Review:
 - (a) Pursuing our ideal job
 - (b) Supply and demand in the job market
 - (c) Increasing our demand as a marketable employee
 - (d) Exploring our employment skills and interests
- 2) Principles That Work For Life
 - (a) Using career guide tools helps us identify our job-related interests and skills so we can develop a vision of where we want to work
 - (b) You can earn more as you gain the skills, education and experience that are valuable to your employer.
 - (c) Each of us has been given by God certain abilities and opportunities to improve our abilities – use them.
- 3) Homework Review
 - (a) Collect job leads students have brought in
 - (b) OPTIONAL: Photocopy and distribute a set of all current job postings to each student so they can follow up on openings.
- 4) The purpose of this class is to:
 - (a) Learn how to make a lasting impression on a prospective employer through developing positive communication skills
 - (b) Discover how letting God drive in our journey enables us to effectively deal with trials.
- 5) We Are Here
This class will cover:
 - (a) Effective communication skills
 - (b) How we can succeed even in times of struggle/negative situations
 - (c) Why our character is the most important feature that we can offer our employer
 - (d) Learning how to deal with authority while maintaining your integrity

4.2 Lesson Introduction: Character Traits (est. 15 min.)

Goal: To provide a brief introduction to character to get students thinking about how their own character has affected their life journey

- 2) Lesson introduction and discussion: Why character is important, and how building character can improve one's journey
- 3) Introduction and class discussion of character traits

4.3 Small Group Activity: Jack's Decision (est. 15 min.)

Goal: To illustrate the importance of integrity and honesty on the job

- 1) Presentation of Jack's Situation
- 2) Small Group discussion of possible resolutions
- 3) Class Discussion on Jack's Decision

4.4 Lesson Introduction: Who Is Driving? (est. 10 min.)

Goal: To reach an understanding that we all need help along our journey and that God is always available.

Lesson Introduction

- 1) Class Discussion and Board Listing of responses to the following **QUESTIONS**:
 - a) *Who or what has been in control of my life so far?*
 - b) *What keeps me from asking for directions, for help?*
 - c) *What has happened in the past when I have asked for help?*
- 2) Discussion Point Summary

4.5 Activity: Joseph's Story - Part 1 (est. 10 min.)

Goal: To 1) learn about what it looks like to live a life trusting in and depending on God, and how God protects, blesses and makes sense of life for people who trust him; 2) reiterate the value of character, as Joseph consistently lives out a life that exhibited respect for authority, integrity and service.

- 1) Lesson introduction and summary of events in Joseph's Story
- 2) Overview of Joseph's Life Journey: Overcoming through Faith and Obedience
- 3) Class Reading of Genesis 39:1-23
- 4) Summary

4.6 Activity: Joseph's Life Journey Chart (est. 5 min.)

Goal: To recognize the roadblocks in Joseph's life

- 1) Class Discussion on Joseph's Life Journey Chart: Identifying Joseph's roadblocks and choices

4.7 Class Discussion: God's Established Authority (est. 15 min.)

Goal: To learn about God's sovereignty and what it means for how we respond to authority figures.

- 1) Class Discussion on QUESTION: What are some things we can learn from Joseph's story?
- 2) Reading of Colossians 3:23-24: "Work willingly at whatever you do, as though you were working for the Lord rather than for people. 24 Remember that the Lord will give you an inheritance as your reward, and that the Master you are serving is Christ."
- 3) Small Group Activity on QUESTIONS and Discussion Points
- 4) Summary: Integrity as a Pattern for Living
 - a) Like Joseph, when we seek to live a life that honors God our actions reflect God's character
 - b) Wisdom and Integrity.
 - c) In today's world, Joseph would have been an outstanding employee.
 - d) When we live with integrity we can become trusted employees because our actions and choices will add value to our employers businesses

4.8 Activity: My Journey (est. 25 min.)

Goal: To 1) practice public speaking skills, and to develop trust and community among students as they share about themselves; 2) understand that everyone has life struggles and that with each trial we have choices to make; 3) to openly share personal life journeys that includes roadblocks, accomplishments and dreams.

- 1) Class volunteer sharing of life journeys (from Homework 2 and 3)

4.9 Marking Our Course—Class 4 Summary (est. 5 min.)

- 1) This Lesson Covered
 - a) Effective communication skills
 - b) How we can succeed even in times of struggle / negative situations
 - c) Why our character is the most important feature that we can offer our employer
- 2) Principles That Work For Life
 - a) Good interviewing skills require learning what the prospective employer needs and communicating how our skills and experience meet those needs
 - b) Our lives are not about us, and the bad things that happen may serve some other purpose

- c) When we trust God he can use even our worst decisions and experiences to make sure His purpose for our lives is fulfilled
- d) Developing good character traits is an integral part of becoming a successful employee
- e) God is the author of all authority—be respectful and cooperative with employers and public officials.
- f) Creating trust by being on time, doing what you said you were going to do and honoring rules will help you to advance.
- g) Once trust is broken it is extremely difficult to regain.
- h) Work as though you were working for God.

3) Looking Ahead

- a) Setting a realistic employment goal
- b) Match your interests and skills with selected job or career choices
- c) Identify roadblocks and possible solutions
- d) Begin developing a vocational plan

4.10 Homework Assignment

Homework 4: Character Counts
Job Posting Assignment

† **Optional Good News Message: Getting the Most Out of Life, John 10:10**

God never intended for us to simply get through life. He intended us to live with joy, peace, and contentment. In John 10:10, Jesus said, *“The thief comes to only to steal, and kill and destroy. I have come that they may have life, and have it to the full.”* The word full means an abundant life - above the common, mediocre life. We can have “life to the full” by receiving God’s grace and forgiveness through Jesus Christ.

Jobs for Life Teaching Outline

Class 5: How Do I Plan My Journey?

Purpose

The purpose of this class is to

- Understand the value of having a well thought-out, realistic employment plan for their journey
- Introduce vocational planning techniques
- Begin development of a personal roadmap
- Identify specific employment goals, required skills, roadblocks, as well as defined, working plans to achieve a productive life.

Lesson Focus

Vocational Planning

Welcome, Let's Get Started (est. 5 min.)

Volunteers / Students sign in and receive a name badge

Brief Welcome and Opening Prayer

5.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Lesson 4 Review
 - (a) Effective communication skills
 - (b) How we can succeed even in times of struggle / negative situations
 - (c) Why our character is the most important feature that we can offer our employer
- 2) Principles That Work For Life
 - (a) Good interviewing skills require learning what the prospective employer needs and communicating how our skills and experience meet those needs
 - (b) Our lives are not about us, and the bad things that happen may serve some other purpose
 - (c) When we trust God he can use even our worst decisions and experiences to make sure His purpose for our lives is fulfilled
 - (d) Developing good character traits is an integral part of becoming a successful employee
 - (e) God is the author of all authority—be respectful and cooperative with employers and public officials.
 - (f) Creating trust by being on time, doing what you said you were going to do and honoring rules will help you to advance.
 - (g) Once trust is broken it is extremely difficult to regain.
 - (h) Work as though you were working for God.
- 3) The purpose of this class is to create a road map (vocational plan) toward a career in order to achieve a productive and purposeful life. In this class we will:
 - a) Set a realistic employment goal
 - b) Match your interests and skills with selected job or career choices
 - c) Identify roadblocks and possible solutions
 - d) Begin the process of developing a well laid out, quality personal vocational plan (our roadmap) that provides a step-by-step achievable process to a higher paying job

5.2 Activity: Character Counts Presentation (est. 20 min.)

Goal: To practice newly learned communication skills during a brief formal presentation of one character trait he or she personally values and how it relates to the workplace.

- 1) Introduction and brief class discussion on effective communication
- 2) Review of 5 P's (Class 4)
- 3) Board Posting and guidelines of 60 Second Presentation Outline
 - Your Name
 - One positive character trait
 - Why it is important in the workplace
 - Type of impact this character trait can make in one's life
- 4) Student Presentations

- 5) Brief class summary discussion of experience and benefits of thought out, concise prepared presentations

5.3 Lesson Introduction: Mapping Our Journey, Why Plan? (est. 10 min.)

Goal: To understand the value of taking the time now to prepare for their future; 2) start to identify employment goal, and begin to map out a plan to achieve it—a roadmap.

- 1) Lesson Introduction and Overview on:
 - a) Why plan and benefits of planning
 - b) Meeting God's standards for living through planning
 - c) Preparing for the Journey

5.4 Small Group Activity: Career Assessment Review (est. 20 min.)

Goal: To use the career and skills assessment results to identify each student's top job/vocation choices and begin the development of a targeted job search plan.

- 1) Lesson Introduction to Career Assessment Review (From Class 3 Career Assessment Exercise)
 - a) Planning to succeed
 - b) Narrowing the focus
- 2) Small Group Review of career assessment review and completion of "My Priority Skills Worksheet"

5 Minute Break

5.5 Activity: Small Group Activity: What is My Employment Goal? (est. 15 min.)

Goal: To begin to select a job or vocation that they will focus on for the remainder of the Jobs for Life™ training program. Students will determine what skills and education are needed to increase their earning potential.

- 1) Lesson Introduction to establishing an Employment Goal
 - a) Create a that is realistic and achievable
 - b) Choose a job with growth potential through opportunities for added responsibilities, advancement and income potential.
 - c) Develop a plan made up in small steps so that you can make continuous progress.
 - d) Develop a working plan that you are committed to completing.
- 2) Small Group of 3's Activity discussion, review and completion of "Priority Skills" worksheet for top 3 job interest and focus

5.6 Lesson Introduction: Our Roadmap—Vocational Planning (est. 5 min.)

Goal: To communicate to students the steps to creating a roadmap, and to emphasize again the importance of planning.

- 1) Lesson Introduction and Overview: Benefits and characteristics of Vocation Planning

5.7 Class Discussion: Developing a Roadmap (est. 15 min.)

Goal: To explain and clarify the concept of a vocational plan

- 1) Lesson Introduction and Overview: Sample Vocational Plan

5.8 Marking Our Course—Class 5 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) We began to lay out a step-by-step process to achieve set job-related goals
 - b) Setting realistic employment goals (defined our destination)
 - c) Matching our interests and skills with selected job and career choices
 - d) Identify roadblocks and possible solutions
 - e) Beginning the development of a well laid out, realistic personal vocational plan (Our Roadmap)
- 2) Principles That Work For Life
 - a) By understanding your God given interests and talents you can create a roadmap to a more abundant life.
 - b) By developing a detailed vocational plan you will have a step by step achievable guide to a job and a career.
 - c) Set realistic employment goals
 - d) Identify roadblocks and possible solutions
 - e) Develop a realistic personal vocational plan

f) Understand that a relationship with God will lead to a productive life

3) Looking Ahead

- a) In the next Jobs for Life™ class we will discuss
- b) Effective Methods for conducting a quality job search
- c) Researching employers
- d) Building a resume

5.9 Homework Assignment

- 2) Homework 5: My Roadmap
- 3) Job Search and Job Posting Assignments
- 4) 30-second Job Search Progress Report Assignment

† Optional Gospel Message. Understanding God's Plan Begins With Knowing God's Word--

When we want to learn about God's standard for living, we don't have to look any further than the Bible. In the book of 2 Timothy 3:16-17, Paul writes about the importance of knowing what God says in the Bible, *"All Scripture is inspired by God and is useful to teach us what is true and to make us realize what is wrong in our lives. It corrects us when we are wrong and teaches us to do what is right. 17 God uses it to prepare and equip his people to do every good work."* When we begin to learn what is true according to God, our lives will really begin to change and we will be prepared to learn what God's plan for us is all about.

Jobs for Life Teaching Outline
Class 6: How Do I Find My Destination?

Purpose

The purpose of this class is to add the features of knowing how to search for a job, creating and presenting a resume and holding an information interview.

Lesson Focus

Job Search
Information Interviews
Resumes

Welcome, Let's Get Started (est. 5 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

6.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 5 Review
 - a) We began to lay out a step-by-step process to achieve set job-related goals
 - b) Setting realistic employment goals (defined our destination)
 - c) Matching our interests and skills with selected job and career choices
 - d) Identify roadblocks and possible solutions
 - e) Beginning the development of a well laid out, realistic personal vocational plan (Our Roadmap)
- 2) Principles That Work For Life
 - a) By understanding your God given interests and talents you can create a roadmap to a more abundant life.
 - b) By developing a detailed vocational plan you will have a step by step achievable guide to a job and a career.
 - c) Set realistic employment goals
 - d) Identify roadblocks and possible solutions
 - e) Develop a realistic personal vocational plan
 - f) Understand that a relationship with God will lead to a productive life
- 3) Homework Review
- 4) Lesson Purpose:
To learn and discuss:
 - a) Effective methods for conducting a quality job search
 - b) Researching employers
 - c) Building a resume
 - d) Strengthen communication skills for interviewing

6.2 Small Group Activity: My Roadmap (est. 10 min.)

Goal: To review Homework 5 to allow students to share and discuss their vocational plans, and to ensure that students understand the process of vocational planning.

- 1) Instruction for Small Groups of 4 Activity
- 2) Small Group Presentation of student vocational plan
- 3) Small Group Discussion of vocation plan

6.3 Activity: My Roadmap (est. 20 min.)

Goal: To practice communication skills and to better understand one another's employment goals so they can help each other with their job search.

- 1) Activity Introduction for student presentation
- 2) Review of positive presentation techniques for lasting first impressions (5 P's Class 4)
- 3) Board Posting of student's name and vocational goal
- 4) Student Presentation
- 5) Class Review

6.4 Lesson Introduction: Job Search Resources (est. 10 min.)

Goal: To provide an overview of effective job search resources, and to emphasize the importance of relationships.

- Lesson Introduction and Overview: Concept of Networking and Effective Job Search Techniques

5 Minute Break

6.5 Lesson Introduction: Informational Interview Overview (est. 10 min.)

Goal: To introduce informational interviewing and describe useful techniques

- 1) Lesson Introduction: The Informational Interview - purpose, characteristics, benefits/value
- 2) Introduction to Fact-Finding Questions and they are used

6.6 Activity: Developing Informational Interview Questions (est. 15 min.)

Goal: To develop two to three different sets of informational interview questions to have on hand to ask Class 7 business community guests.

- 1) Explanation of Class 7 Employer Roundtable and Expectations of Student Involvement
- 2) Introduction and overview of purpose of Small Group Activity
- 3) Small Group Development and Discussion of Informational Interview Questions for Class 7
- 4) Small Group Class Presentation of Information Interview Questions

6.7 Role Play: Telephone Request for Interview (est. 15 min.)

Goal: To see and hear how to properly connect by phone with a prospective employer to request an Informational Interview.

- 1) Introduction and Overview: Making a Telephone Request for Informational Interview
- 2) Student / Champion Role Play Presentation: Making a Telephone Request for Informational Interview
- 3) Class Review and Discussion: The Informational Interview Process

6.8 Lesson Introduction: The Resume (est. 20 minutes)

Goal: To reinforce the concepts in resume writing so that the student will be motivated to complete the process.

- 1) Lesson Introduction and Overview: The purpose, benefits and characteristics of a resume
- 2) Review of a Sample Resume

6.9 Marking Our Course—Class 6 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) Effective methods for conducting a quality job search - networking
 - b) Researching employers – know the right questions to ask
 - c) Informational Interviews
 - d) Building a resume
- 2) Principles That Work For Life
 - a) Networking with other people is a good source for identifying non published job openings
 - b) Consistently search for job openings in local newspapers while conducting internet searches. These sources can be highly productive in locating jobs.
 - c) Use informational interviews will give you knowledge about potential jobs identified in your vocational plan and may result in immediate hiring.
 - d) Use a resume to “advertise” your job skills/experience and secure an interview.
- 3) Looking Ahead
 - a) In the next Jobs for Life™ class we will discuss
 - b) Business round table
 - c) Job applications

6.10 Homework Assignment

Homework 6: My Resume

Job Posting Assignment

60 Second Job Search Presentation Preparation

Employer Roundtable Preparation

† Optional Gospel Message: Working Together, Romans 12:4-5

God created us to live in relationships with others—first with him, then in community with other people. In the Book of Romans in the Bible, Paul wrote: “4 *Just as our bodies have many parts and each part has a special function, 5 so it is with Christ’s body. We are many parts of one body, and we all belong to each other.*” Our culture encourages us to be independent, but God created us to be dependent on Him and to use the gifts that He has given us to work together - to help one another as a body in Christ. When we work together, with God and others, we accomplish more than we ever could on our own.

Jobs for Life Teaching Outline
Class 7: What Can I Expect When I Reach My Destination?

Purpose

The purpose of this class is to allow the business community to present information about what it takes to find and keep a job. Students will also practice presentation and communication skills.

Lesson Focus

Employer Roundtable
Job Applications

Welcome, Let's Get Started (est. 5 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

7.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 6 Review
 - a) Effective methods for conducting a quality job search - networking
 - b) Researching employers – know the right questions to ask
 - c) Informational Interviews
 - d) Building a resume
- 2) Principles That Work For Life
 - a) Networking with other people is a good source for identifying non published job openings
 - b) Consistently search for job openings in local newspapers while conducting internet searches. These sources can be highly productive in locating jobs.
 - c) Use informational interviews will give you knowledge about potential jobs identified in your vocational plan and may result in immediate hiring.
 - d) Use a resume to “advertise” your job skills/experience and secure an interview.
- 3) Purpose of this class
 - a) To allow the business community to present information about what it takes to find and keep a job. You will also practice presentation and communication skills.
- 4) We Are Here
This Class will cover:
 - a) Employer expectations for their businesses- looking for honest, dedicated employees
 - b) Employer skill requirements are different
 - c) How to fill out an application – completely and truthfully
 - d) The Fair Employer – It is never too late to start working

7.2 The Employer's Perspective: Employer Roundtable 1 (est. 50-60 min.)

Goal: To learn from the employer's perspective what type of employee they look for; what it takes to find and to keep a job and why it is important to complete Jobs for Life™ training.

- Introduction of guest employers and guidelines for Employer Roundtable Activity
- Handout of Informational Interview Questions from Class 7
- Student Introductions
- Employer Roundtable Activity
- Informational Interview Question and Answers session
- Class Review, discussion and encouragement of Employer Roundtable

5 Minute Break

7.3 Activity: Job Applications (est. 15 min.)

Goal: To view and practice completing a job application

- 1) Lesson introduction and overview of the job application
- 2) Class review and discussion of the job application
- 3) Presentation of Do's and Don't in completing a job application
- 4) Review the value of honesty when completing the job application

7.4 Class Discussion: The Fair Employer (est. 15 min.)

Goal: To use Christ's teachings on the parable of the workers to show students that even if they have come to work later in life that they can still reap the rewards of faithful employment service.

- 1) Lesson Introduction: The Parable of the Vineyard Workers - Matthew 20:1-15
- 2) Class Reading and Discussion of Bible Scripture: Matthew 20:1-15

7.5 Small Group Activity: Integrity in the Workplace (est. 10 min.)

Goal: To illustrate the importance of respect for authority and personal integrity in the workplace.

Introduction and Instruction to Small Group Activity

- 1) Reading of Scenario of Workplace Conflict
- 2) Small Group Discussion QUESTIONS and Team Resolution of Workplace Conflict
- 3) Class Presentation of Small Group Resolution Recommendations
- 4) Class Discussion and Summary on Respect and Integrity in the Workplace

7.6 Activity: Class 8 Preparation-Community Resource Roundtable (10 minutes)

Goal: To develop two to three different sets of informational interview questions to have on hand to ask during Class 8 Community Resource Roundtable

- 1) Explanation of Class 8 Community Resource Roundtable and Expectations of Student Involvement
- 2) Introduction and overview of purpose of Small Group Activity
- 3) Small Group Development and Discussion of Informational Interview Questions for Class 8
- 4) Small Group Class Presentation of Information Interview Questions

7.7 Marking Our Course—Class 7 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) Employer expectations for their businesses- looking for honest, dedicated employees
 - b) Employer skill requirements are different
 - c) How to fill out an application – completely and truthfully
 - d) The Fair Employer – it is never too late to start working
- 2) Principles That Work For Life
 - a) Work hard with excellence. You will be noticed and rewarded.
 - b) Be truthful on your application even though it may be painful
 - c) Set yourself apart with appropriate dress, a complete application and resume
 - d) When you or your neighbor receive a gift neither of you deserve, praise God.
 - e) Understand issues from the employer's viewpoint before you comment or judge
- 3) Looking Ahead
 - a) In the next Jobs for Life™ class we will discuss
 - b) Class 8: Community Resource Roundtable - Community resource providers will share how various resources that can be used to overcome roadblocks and increase our skills. We will also use this information to fully develop the first six months of our vocational plan.
 - c) Overcoming employment roadblocks
 - d) Vocational plan- develop for the next six months
 - e) Mid-Point Celebration and Review - Class 8

7.8 Homework Assignment

- 1) Homework 7: My Roadmap Update
- 2) Job Posting Assignment / Job Tracking Review: "My Job Search Update Chart"
- 3) Reminder: 60-Second Roadmap Presentation due in Class 8
 - a) Types of jobs (The type of job you looking for.)
 - b) Targeted companies/employers
 - c) This week's job search activities (What you did this week to find work.)
 - d) Job search accomplishments this week (Informational Interview, etc.)

- † **Optional Good News Message: God's Grace Gives Us What We Don't Deserve.**
Romans 5:6-8. 6You see, at just the right time, when we were still powerless, Christ died for the ungodly. 7Very rarely will anyone die for a righteous man, though for a good man someone might possibly dare to die. 8But God demonstrates his own love for us in this: While we were still sinners, Christ died for us. Through Christ, God's mercy and forgiveness does not give us what we do deserve.

Jobs for Life Teaching Outline

Class 8: What Are The Physical Roadblocks Along The Journey?

Purpose

The purpose of this class is to allow the business community to present information about what it takes to find and keep a job. Students will also practice presentation and communication skills.

Lesson Focus

- Employer Roundtable
- Job Applications

Welcome, Let's Get Started (est. 5 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

8.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 7 Review
 - e) Employer expectations for their businesses- looking for honest, dedicated employees
 - f) Employer skill requirements are different
 - g) How to fill out an application – completely and truthfully
 - h) The Fair Employer – it is never too late to start working
- 2) Principles That Work For Life
 - f) Work hard with excellence. You will be noticed and rewarded.
 - g) Be truthful on your application even though it may be painful
 - h) Set yourself apart with appropriate dress, a complete application and resume
 - i) When you or your neighbor receive a gift neither of you deserve, praise God.
 - j) Understand issues from the employer's viewpoint before you comment or judge
- 3) Homework Review
 - a) Collect job leads students have brought in
 - b) OPTIONAL: Photocopy and distribute a set of current job postings to each student so they can follow up on openings.
- 4) Purpose of this class: To meet community resource providers to learn how these resources can be used to overcome roadblocks and increase our skills. This will make us more valuable to employers. We will also use this information to fully develop the first six months of our vocational plan.
- 5) We Are Here

This class will cover:

 - a) Community resources
 - b) Overcoming employment roadblocks
 - c) Vocational plan- develop for the next six months

8.2 Activity: Community Resources Roundtable (est. 50 min.)

Goal: To introduce students to community resources that may help them overcome some common roadblocks.

- Introduction to Community Resource Roundtable
- Student Introductions
- Introduction of Community Resource Representatives and Guidelines for Roundtable Activity
- Informational Interview Questions Handout (Prepared in Class 7)
- Student Introductions and 30-60 Second Job Search Presentation
- Community Resource Roundtable Activity
- Student Informational Interview Question and Answers Session
- Wrap-Up of Community Resource Roundtable
- Class review, discussion and encouragement of Community Resource Roundtable

5 Minute Break

8.3 Activity: My Roadmap Update (est. 15 min.)

Goal: To practice newly learned communication skills during a brief formal presentation.

- 1) Introduction to “My Roadmap Update” Presentations
- 2) Review of 5 P’s (Class 4)
- 3) Student 60-Second “My Roadmap Update” Formal Presentations
 - Your Name
 - Employment Goal
 - Job/Career Fields
 - The job/ career that interests them most
 - Key skills required
 - How you will overcome roadblocks using the information and resources presented in the community resources roundtable
 - Informational interviews completed
 - Job leads/interview updates

8.4 Activity: JfL Journey Review Game / Mid-Point Celebration (est. 30 min.)

Serve refreshments. This is a fun and relaxing time to recognize the character skills and features learned during the course. Briefly review the lessons learned in each class. Recognize students for interviews and job offers.

Goal: To help students remember what they have learned so far on the JfL journey.

Introduction and instructions for Jobs for Life™ Journey Review Game

- 1) Small Group team activity
- 2) Small Group presentation of Class 1-7 review
- 3) Student volunteer sharing
- 4) Graduation requirement review

8.5 Marking Our Course—Class 8 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) Community resources
 - b) Overcoming employment roadblocks
 - c) Vocational plan- develop for the next six months
- 2) Principles That Work For Life
 - a) Community resources are willing and able to help us execute our vocational plan.
 - b) Maintain contact with those you’ve met. They are a great resource.
 - c) Continued education will improve our skills and increase the salary that we make.
 - d) Others have overcome poverty using local resources and their faith in God. So can you.
- 3) Looking Ahead
 - a) In the next Jobs for Life™ class we will discuss
 - b) Dealing with past hurt and guilt – Emotional roadblocks
 - c) Taking responsibility for our actions
 - d) Conflict resolution (peace)

8.6 Homework Assignment

Homework 8: My Roadblock - My Six Month Plan of Action

† Optional Gospel Message: We Can Overcome

God did not leave us alone in a world full of trouble and sorrow. And we don’t have to wait for heaven to experience joy. God sent his Son to make a way for us to return to a right relationship with him. In John 16:33, Jesus says, *“I have told you all this so that you may have peace in me. Here on earth you will have many trials and sorrows. But take heart, because I have overcome the world.”* Jesus overcame death, and with it the trouble and sorrow of this world, making a way for us to live in the Kingdom of Heaven here on earth.

Jobs for Life Teaching Outline
Class 9: What Are The Emotional Roadblocks Along The Journey?

Purpose

The purpose of this class is to: (a) understand the negative impact emotional roadblocks have on our lives and our relationship with others, and (b) to learn life-changing alternatives to help overcome them.

Lesson Focus

- Taking Responsibility for Our Actions
- Forgiveness
- Conflict Resolution

Welcome, Let's Get Started (est. 10 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

9.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Marking Our Course—Class 8 Covered:
 - a) Community resources
 - b) Overcoming employment roadblocks
 - c) Vocational plan- develop for the next six months
- 2) Principles That Work For Life
 - a) Community resources are willing and able to help us execute our vocational plan.
 - b) Maintain contact with those you've met. They are a great resource.
 - c) Continued education will improve our skills and increase the salary that we make.
 - d) Others have overcome poverty using local resources and their faith in God. So can you.
- 3) The purpose of this class is to (a) understand the negative impact emotional roadblocks have on our lives and our relationship with others, and (b) to learn life-changing alternatives to help overcome them.
- 4) We Are Here
In this class, we will discuss:
 - a) Emotional roadblocks
 - b) Dealing with past hurt
 - c) Taking responsibility for our actions
 - d) Forgiveness
 - e) Letting go of guilt
 - f) Living in peace (conflict resolution)

9.2 Lesson Introduction: Emotional Roadblocks (est. 5 min.)

- 1) Brief Overview that covers:
 - a) Recognizing roadblocks requires honesty
 - b) The choice is ours
 - c) Past choices can be today's roadblocks
 - d) Recognizing our own failures requires humility

9.3 Activity: David's Story (est. 10 minutes)

Goal: The goal of this lesson is to help students learn that 1) life is made up daily choices and actions, followed by positive or negative repercussion; and 2) bad choices can lead to emotional roadblocks that temporarily prohibit us from being all God designed us to be.

- 1) Introduction Summation of David's Early Years
- 2) Class Reading and Discussion of David's Story - 2 Samuel 11:1-15; 26-27

9.4 Class Discussion: Taking Responsibility for Our Actions (est. 15 min.)

The goals of this activity are to help students understand the following: 1) Each of us is responsible for our own actions; 2) Consequences will follow our actions; 3) Our actions do impact others; 4) The value and impact of: Forgiveness (from God, of self and of others), Conflict Resolution.

- 1) Class Discussion - David's Story: Taking responsibility for our actions and consequences

9.5 Class Discussion: Repentance and Forgiveness (est. 15 min.)

The goal of this activity is for students to understand that repentance and forgiveness are keys to living at peace with others and ourselves.

- 1) Class Reading and Discussion: Psalm 51 - David's prayer of forgiveness
- 2) Class Discussion: Repentance/Conflict resolution
- 3) Lesson Summary

5 Minute Break

9.6 Small Group Activity: My Emotional Roadblocks (est. 20 min.)

The goal of this activity is for students to work on targeted questions related to past decisions, actions, consequences and possible future steps to overcome or avoid repeated occurrences.

- 1) Introduction: Our own life journey and our emotional roadblocks
- 2) Individual Activity: Self Assessment Questions
 - a) What bad decisions or mistakes have I made along my journey?
 - b) How have the consequences of those bad decisions become roadblocks for me?
 - c) Have I been able to accept responsibility for them?
 - d) What can I do now to accept responsibility for my mistakes?
 - e) How can I overcome or avoid those roadblocks in the future?
- 3) Student/Champion Small Group Activity: Discussion - How my personal emotional roadblocks could impact my workplace

9.7 The Parable of the Lost Son (est. 10 min.)

Goal: For students to understand that God wants our hearts to be right with him, and it is never too late to come back to him.

- 1) Class Reading - Luke 15:11-32
- 2) Class Questions and Discussion

9.8 Role Play: Conflict Resolution (est. 10 min.)

Goal: To illustrate the value of forgiveness and repentance to the process of conflict resolution in the workplace.

- 1) Introduction to Scenario 1: Conflict and forgiveness in the workplace
- 2) Small Group Activity: Discussion and Resolution Scenario 1
- 3) Class Report of Small Group Resolution
- 4) Introduction and Discussion: Scenario 2

9.9 Marking Our Course—Class 9 Summary (est. 5 min.)

This Lesson Covered

- 1) Taking responsibility for our actions
- 2) Letting go of guilt
- 3) David's story taught us:
 - a) That bad choices create roadblocks
 - b) That severe consequences may result from our wrong choices
 - c) How to resolve conflicts, obtain forgiveness and forgive others
- 4) Principles That Work For Life
 - a) Our choices impact others
 - b) We can choose to forgive people who have hurt us and we can overcome the emotional roadblocks that impact our lives.
 - c) Taking responsibility for our actions is a critical tool in making wise decisions and making sense of our lives.
 - d) Christ-like forgiveness and conflict resolution can bring lasting healing to past hurts and disappointments. It will likely bring peace.
 - e) Breaking God's law for momentary pleasure has long term painful consequences.
 - f) When in doubt make your decisions as if the employer were in the room.
 - g) God offers forgiveness for genuine repentance.

5) Looking Ahead

In the next class we will:

- a) The importance of a good reputation built on consistent character
- b) What I need to be successful along my journey
- c) Employer Roundtable 2 -Class 11
- d) Mock Interviews - Class 12

9.10 Homework Assignment

1) Homework 9:

- a) Job Search Activity
- b) Behavioral Interviewing Questions

† **Optional Good News Message: A Clean Slate** Just as the prodigal son returned to the father and found forgiveness, you can return to God and find forgiveness. As King David wrote in Psalm 32:5, *“Finally, I confessed all my sins to you and stopped trying to hide my guilt. I said to myself, “I will confess my rebellion to the Lord.” And you forgave me! All my guilt is gone.”* When we return to God, confess what has kept us apart from him and ask for forgiveness, he will restore us.

Jobs for Life Teaching Outline
Class 10: What Do I Need on the Journey?

Purpose

The purpose of this class is for students to: (a) discover how a good reputation is our most valuable asset, one built upon consistent godly character and kindness toward others, and (b) how our reputation impacts our work. The goal is for students to understand that they need to plan, prepare and ask for help to achieve their vision.

Lesson Focus

- Obedience
- Excellence
- Perseverance

Welcome, Let's Get Started (est. 10 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

10.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Marking Our Course—Class 9 Covered:
 - a) Taking responsibility for our actions
 - b) Letting go of guilt
 - c) David's story taught us:
 - That bad choices create roadblocks
 - That severe consequences may result from our wrong choices
 - How to resolve conflicts, obtain forgiveness and forgive others
- 2) Principles That Work For Life
 - a) Our choices impact others
 - b) We can choose to forgive people who have hurt us and we can overcome the emotional roadblocks that impact our lives.
 - c) Taking responsibility for our actions is a critical tool in making wise decisions and making sense of our lives.
 - d) Christ-like forgiveness and conflict resolution can bring lasting healing to past hurts and disappointments. It will likely bring peace.
 - e) Breaking God's law for momentary pleasure has long term painful consequences.
 - f) When in doubt make your decisions as if the employer were in the room.
 - g) God offers forgiveness for genuine repentance.
- 3) Homework Review
 - a) Collect job leads students have brought in
- 4) Purpose of Class: To discover how perseverance, obedience and excellence build a reputation of consistent godly character and kindness toward others, and how our reputation impacts our work and promotional opportunities
- 5) We Are Here
 - a) In this class, we will discuss:
 - b) Wherever we go, whatever we do, regardless of circumstances, our character should remain unchanged.
 - c) How God uses consistent godly character to open new doors of opportunities that can impact your family and future generations.
 - d) What we need to be successful along our journey: obedience, community, godly counsel, excellence, perseverance

10.2 Activity: Where Are We On Our Employment Journey? (est. 20 min.)

Goal: For students to practice public speaking skills and share their progress

- 1) Introduction and Instruction for Board Activity
- 2) Student 30-45 Second Presentation of:
 - a) Your Name
 - b) Types of jobs you are looking for
 - c) Targeted companies/employers
 - d) This week's job search activities (What you did this week to find work.)
 - e) This week's job search accomplishments this week
- 3) Class Discussion Job Search Questions

10.3 Activity: Ruth's Story (est. 15 min.)

Goal: To demonstrate to students how obedience, perseverance, faith and trust in God can overcome adversity and lead to an abundant life

Introduction to Ruth's Story: Ruth 1-3

Class Reading: Ruth Story - Ruth 1:16, 1:22, 2:1-23

10.4 Class Discussion: Ruth's Character (est. 15 min.)

Goal: To emphasize the lessons about character illustrated by Ruth's story

- 1) Class Question and Discussion Point Activity
- 2) Lesson Summary

5 Minute Break

10.5 Small Group Activity Ruth's Story (est. 15 min.)

Goal: For students to apply the lessons of Ruth's story to their own lives

- 1) Introduction and Instructions of Small Group Activity: Life Application of Ruth's Story
- 2) Small Group Discussion Activity
- 3) Class Discussion: Matthew 13:19-23

10.6 Class Discussion: Parable of the Talents (est. 20 min.)

Goal: To provide a Biblical example of the importance of our choices and the consequences of using or not using what God has given us.

- 1) Introduction to Parable of the Talents-Matthew 25:14-30
- 2) Class Reading: Matthew 25:14-30
- 3) Class Discussion Questions
- 4) Lesson Summary

10.7 Informational Interview Questions: Employer Roundtable 2-Class 11 (est. 10 min.)

Goal: To develop two to three different sets of informational interview questions to have on hand to ask Class 11 business community guests.

- 5) Explanation of Class 11 Employer Roundtable 2 and Expectations of Student Involvement
- 6) Introduction and Overview of Purpose of Small Group Activity
- 7) Small Group Development and Discussion of Informational Interview Questions for Class 11
- 8) Small Group Class Presentation of Information Interview Questions

10.8 Marking Our Course—Class 10 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) How God uses consistent, godly character to open new doors of opportunities that can impact your family and future generations.
 - b) No matter what we do, we are to use what we have been given and use it well
 - c) Principles That Work for Life

- d) Wherever we go, whatever we do, regardless of circumstances, our character should remain unchanged.
 - e) Consistent character and perseverance in faithful work honors God and influences others.
 - f) Our reputation is formed by the people who watch us at work, at home, in church and in our community.
 - g) Loyalty and a sacrificial, selfless attitude consider the needs of others and not just our own.
- 2) Looking Ahead
- a) In the next Jobs for Life™ class we will discuss
 - b) Work Environment from Employer's perspective
 - c) Employer Expectations
 - d) Informational Interviews

Job for Life Graduation Requirements Review

Qualifications for a *JfL* Student to graduate include:

1. Complete all lessons in the curriculum
2. Presentation of a completed and approved Vocational Plan and Resume
3. Not have missed more than 3 classes.
4. Must make up any class missed by completing the lesson and demonstrating knowledge of the material
5. Embody the principles taught in the class
6. Have the approval of the Site Leader, Class Relations Leader, and his/her Champion that he/she is ready to go to work.

Homework Assignment

Homework 10

- 1) 60-Second Commercial samples.
- 2) Development of personal "Tell Me About Yourself" 60-second commercial presentation
- 3) Preparation for Class 11 Employer Roundtable 2
- 4) Schedule any JfL Graduation requirement make-up assignments

Jobs for Life Teaching Outline
Class 11: What Do I Need on the Journey?

Purpose

The purpose of this class is to allow the business community to present information about what it takes to find and keep a job. Students will also practice presentation and communication skills.

Lesson Focus

- Employer Roundtable
- Sixty-Second Commercial
- Answering Difficult Questions

Welcome, Let's Get Started (est. 5 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

11.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 10 Covered:
 - a) Wherever we go, whatever we do, regardless of circumstances, our character should remain unchanged.
 - b) How God uses consistent, godly character to open new doors of opportunities that can impact your family and future generations.
 - c) No matter what we do, we are to use what we have been given and use it well
- 2) Principles That Work For Life
 - a) Wherever we go, whatever we do, regardless of circumstances, our character should remain unchanged.
 - b) Consistent character and perseverance in faithful work honors God and influences others.
 - c) Our reputation is formed by the people who watch us at work, at home, in church and in our community.
 - d) God uses consistent godly character to open new doors of opportunities that can impact your family and future generations.
 - e) Loyalty and a sacrificial, selfless attitude consider the needs of others and not just our own.
- 3) The purpose of this class is to learn from employers about their job requirements and what they look for in an interview. We will also prepare for mock interviews in Class 12.
- 4) We Are Here
In this class, we will discuss:
 - a) Work Environment from the employer's perspective
 - b) Interviewing techniques
 - c) Employer Expectations
 - d) Informational Interviews

11.2 The Employer's Perspective: Employer Roundtable 2 (est. 50-60 min.)

Goal: To learn from the employer's perspective what type of employee they look for; what it takes to find and to keep a job and why it is important to complete Jobs for Life™ training.

- 4) Introduction of guest employers and guidelines for Employer Roundtable Activity
- 5) Handout of Informational Interview Questions from Class 7
- 6) Student Introductions
- 7) Employer Roundtable Activity
- 8) Informational Interview Question and Answers session
- 9) Class Review, discussion and encouragement of Employer Roundtable

5 Minute Break

11.3 Activity: My Sixty-Second Commercial (est. 20 min.)

Goal: To 1) prepare for mock interviews in Class 12, and to 2) practice newly learned communication skills during a brief formal presentation.

- 4) Introduction and guidelines to “My Sixty-Second Commercial” Presentations
- 5) Review of 5 P’s (Class 4)
- 6) Student 60-Second “My Roadmap Update” Formal Presentations
 - Your Name
 - Employment Goal
 - Job/Career Fields
 - Emphasize positive points that relate to your chosen job or vocation
 - Emphasize positive character traits
 - Mention skills and experience related to the job

11.4 Small Group Activity: Answering Difficult Questions (est. 20 min.)

Goal: For students to practice answers to difficult interview questions.

- 1) Introduction: Why employers ask difficult and often uncomfortable questions
- 2) Small Group Activity Purpose and Instruction
- 3) Small Group Questions and Response Exercise
- 4) Class Presentation of Small Group Responses
- 5) Class Mock Interview Role-Plays

11.5 Marking Our Course—Class 11 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) Work Environment from Employer’s perspective
 - b) Sixty-Second Commercial
 - c) Interviewing techniques
 - d) Answering Difficult Questions
- 2) Principles That Work For Life
 - a) Be the best you can be regardless of the job you are given
 - b) Employers promote those who do what they set their going to do and have a positive attitude on the job.
 - c) When visiting an employer come prepared for an interview with appropriate dress, personal information and knowledge of the employer.
 - d) Prepare for an interview or work meeting by anticipating questions or issues and thinking through answers ahead of time.
- 3) Looking Ahead
 - a) Presenting my commercial
 - b) Interviewing practice: Class 12 - Mock Interviews

11.6 Homework Assignment

- 1) Homework 11
 - a) 60-Second Commercial Preparation for Class 12
 - b) “Interview Questions” Worksheet
 - c) “Advice for Interviewing” reading in preparation for Class 12’s mock interviews.

† Optional Good News Message: God’s Power to Change

God never intended for us to try to do everything on our own, especially the really hard stuff like changing the way we think and act. He has always made his power and strength available to people who believed in him, loved and obeyed him. As Christians who believe in Jesus, the risen Son of God, we can say with confidence *“I can do all things through Christ who strengthens me.”* (Philippians 4:13)

Jobs for Life Teaching Outline
Class 12: How Do I Ask For Directions?

Purpose

The purpose of this class is to prepare students for employment interviews through mock interviews.

Lesson Focus

- Mock Interviews
- Job Applications

Welcome, Let's Get Started (est. 10 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

12.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 11 Review:
 - a) Work Environment from Employer's perspective
 - b) Our Sixty-Second Commercial
 - c) Interviewing techniques
 - d) Answering Difficult Questions
- 2) Principles That Work For Life
 - a) Be the best you can be regardless of the job you are given
 - b) Employers promote those who do what they set their going to do and have a positive attitude on the job.
 - c) When visiting an employer come prepared for an interview with appropriate dress, personal information and knowledge of the employer.
 - d) Prepare for an interview or work meeting by anticipating questions or issues and thinking through answers ahead of time.
- 3) Purpose of this class: To learn and practice interviewing techniques and 60-second commercial.
- 4) We Are Here
In this class we will discuss:
 - a) Interviewing techniques and practice

12.2 Small Group Activity: Sixty-Second Commercial (est. 20 min.)

Goal: For each student to prepare for mock interviews

- 1) Introduction and instruction
- 2) Small Groups of two 60 Second Commercial presentation and feedback

12.3 Activity: Interviewing Skills Review (est. 10 min.)

Goal: To review interviewing tips to prepare students for mock interviews

- 1) Homework 11 Part 3 Review: "Interviewing Skills"
- 2) Class Discussion

12.4 Activity: Mock Interview 1, 2 and 3 (est. 30 min. each)

Goal: For students to practice answering "hidden" and difficult questions during interviews. (Note that Mock Interview 3 may be optional based on available time.)

Introduction and instruction for Mock Interview: (roles, feedback, etc.)

Small Group Activity: Mock Interview and Feedback (*2 Students and 1 Champion, Discussion Leader or Employer*)

12.5 Marking Our Course—Class 12 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) Presenting our "Tell Me About Yourself" commercial"
 - b) Interviewing practice
- 2) Principles That Work For Life
 - a) *When filling out an application come dressed as for an interview.*

- b) *Use a good resume and appropriate dress to give you a competitive advantage over other applicants*
 - c) *Rehearse your 2 minute drill to increase confidence and ability to succeed at the interview.*
 - d) *Research information on the employer and the job so that you can show your interest and knowledge in the questions you ask.*
 - e) *Practice, Practice, Practice*
- 3) Looking Ahead
- a) *In the next Jobs for Life™ class we will discuss*
 - b) *What “signs” should I look for?*
 - c) *Patience*
 - d) *Working toward a goal*
 - e) *Peace*

12.6 Homework Assignment

Provide Instructions on:

1. **Reminder: Completed Resume and Roadmap are due in Class 15.**
2. Students will submit applications or resumes to at least three employers. Be prepared to share with the class:
 - a) The names of the employers
 - b) The positions for which you applied
3. Review Interview questions and processes (Classes 10 and 11 Homework Reading Assignments) to:
 - a) Identify all areas of the interview process that they had difficulty with during today’s Mock Interviews
 - b) Write out their answer to interview questions that needs further practice

† Optional Good News Message: You Can Always Ask God For Help

God wants us to rely on him, not ourselves. He is the source of all wisdom and truth, and he wants to share it with us. In the Book of James, he writes *“5 If you need wisdom, ask our generous God, and he will give it to you. He will not rebuke you for asking. (James 1:5). And Matthew encourages us to, “7 “Keep on asking, and you will receive what you ask for. Keep on seeking, and you will find. Keep on knocking, and the door will be opened to you. 8 For everyone who asks, receives. Everyone who seeks, finds. And to everyone who knocks, the door will be opened.” (Matthew 7:7-8).*

Jobs for Life Teaching Outline
Class 13: How Do I Know I'm Going In The Right Direction?

Purpose

The purpose of this class is to help students learn to identify what they need to be successful along their journey by looking at the stories of Biblical heroes, and what to look for to know you're on the right path.

Lesson Focus

- Patience
- Forgiveness

Welcome, Let's Get Started (est. 10 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

13.1 Marking Our Course - We Are Here (est. 5 min.)

1. Lesson 12 Review
 - a. Presenting our "Tell Me About Yourself" commercial
 - b. Interviewing practice
2. Principles That Work For Life
 - a) When filling out an application come dressed as for an interview.
 - b) Use a good resume and appropriate dress to give you a competitive advantage over other applicants
 - c) Rehearse your 2 minute drill to increase confidence and ability to succeed at the interview.
 - d) Research information on the employer and the job so that you can show your interest and knowledge in the questions you ask.
 - e) Practice, Practice, Practice

13.2 Lesson Introduction: Review of Joseph's Story (est. 5 min.)

Class Discussion: How do we know when we're going in the right direction? What does a journey in the "right direction" look like?

13.3 Activity: Joseph's Story (est. 15 min.)

Goal: To learn from Joseph's example of Godly character and actions and how forgiveness helped him avoid roadblocks Introduction and instruction to Joseph's Story

Class Reading of Genesis 41: 46-57, Genesis 45:1-15, and Genesis 50:15-19

13.4 Class Discussion: Joseph's Story (est. 20 min.)

Goal: For students to practice answering "hidden" and difficult questions during interviews. (Note that Mock Interview 3 may be optional based on available time.)

- 1) Introduction and instruction for Mock Interview: (roles, feedback, etc.)
- 2) Small Group of 3 Activity: Mock Interview and Feedback (*2 Students and 1 Champion, Discussion Leader or Employer*)

5 Minute Break

13.5 Small Group Activity: How Faith Can Work For Me (est. 20 min.)

Goal: To help the students understand how attitude and choices impact not only our life but the lives of those around us, and how faith can guide our choices.

- 1) Instruction to Small Group Activity
- 2) Small Group Discussion - Past Pain and Next Step Process

13.6 Discussion: Review Parable of the Talents (est. 10 min.)

Goal: To provide a Biblical example of the importance of our choices and the consequences of using or not using what God has given us.

- 1) Summary of the Parable of the Talents (Classes 3 and 10)
- 2) Class Discussion on Parable of the Talents

3.7 Activity: Job Search Progress Report

Goal: To 1) Update the class on job search activities and 2) to practice communication skills during a brief formal presentation.

- 1) Instruction for 60-Second Job Search Progress Report Presentation
 - a) Your Name
 - b) Types of jobs you are looking for
 - c) Targeted companies/employers
 - d) This week's job search activities--what you did this week to find work.
 - e) This week's job search accomplishments this week
- 2) Graduation Requirement Review

13.8 Marking Our Course—Class 12 Summary (est. 10 min.)

- 1) This Lesson Covered
 - a) How Joseph's attitude of obedience and humility impacted God's perfect plan for his life and the lives of many others
 - b) How not to let our circumstances dictate our actions
 - c) Recognizing that our choices have consequences that affect people other than ourselves
 - d) Joseph's example of letting his faith in God guide his choices
 - e) The parable of the talents and God's gifts to us
- 2) Principles That Work For Life
 - a) *What man means for evil God turns into good*
 - b) *Obedience to God's standards makes sense out of life*
 - c) *If we plan according to God's will he is faithful to strengthen us.*
 - d) *Understanding our God given interests and skills will enable us to be in his will.*
 - e) *Anger over perceived injustice keeps us stuck as a victim.*
 - f) *Faith, discipline and hard work are God's way to overcoming roadblocks.*
 - g) *Letting God's light shine through you influences the performance of your entire work team.*
 - h) *Maximizing the use of our gifts will increase our opportunity for promotion.*
 - i) *It's late but not too late.*
- 3) Looking Ahead
 - 1) In the next Jobs for Life™ class we will discuss
 - a) Attitude
 - b) Avoiding getting lost
 - c) Knowing when we are lost
 - d) How to get back on the right path
 - e) The role of consequences

1. 9 Homework Assignment

- 1) Reminder: The finished My Resume and My Roadmap will be due Class 15. Class 1
- 2) Homework 13: My Job Search Progress Chart Review
- 3) Job Search Review
- 4) Job Application Report

† Optional Good News Message: Following God Is a Win-Win Solution

Luke 9:23 *And He said to all, If anyone desires to come after Me, let him deny himself and take up his cross daily and follow Me.*

Who we are and where we are going is defined by our relationship with Jesus Christ. We can successfully reach our destinations if we will commit to following Christ.

Jobs for Life Teaching Outline
Class 14: What Happens If I Make A Wrong Turn?

Purpose:

The purpose of this class is to help students identify when they need to ask for help, seeking forgiveness and forgiving others, and healthy ways to deal with challenges.

Lesson Focus:

- Trust
- Attitude
- Forgiveness

Welcome, Let's Get Started (est. 10 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

14.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 13 Review
 - a) God's plan for Joseph's life
 - b) How Joseph chose not to live as a victim
 - c) How Joseph's attitude of obedience and humility impacted God's perfect plan for his life and the lives of many others
 - d) Forgiveness of Joseph's brothers
 - e) The parable of the talents
- 2) Principles That Work For Life
 - a) What man means for evil God turns into good
 - b) Obedience to God's standards makes sense out of life
 - c) If we plan according to God's will he is faithful to strengthen us.
 - d) Understanding our God given interests and skills will enable us to be in his will.
 - e) Anger over perceived injustice keeps us stuck as a victim.
 - f) Faith, discipline and hard work are God's way to overcoming roadblocks.
 - g) Letting God's light shine through you influences the performance of your entire work team.
 - h) Maximizing the use of our gifts will increase our opportunity for promotion.
 - i) It's late but not too late.
- 3) Purpose of this Class: To help students identify when they need to ask for help, and positive ways to deal with challenges.
- 4) We Are Here
This class will cover:
 - a) Attitude (anger and disobedience)
 - b) Avoiding getting lost
 - c) Knowing when we are lost
 - d) How to get back on the right path
 - e) The role of consequences

14.2 Activity: Six Month Plan Review (est. 20 min.)

Goal: For students to present their six-month plan while practicing communication skills.

- 1) Introduction and Purpose of Six Month Plan Review
- 2) Instructions for Presentation
- 3) Student 60 Second Six Month Plan Review
- 4) Class discussion on results

14.3 Lesson Introduction: Jonah's Story (est. 15 min.)

Goal: To identify signs of being "lost" on our journey, and what we need to do to get back on track.

- 1) Introduction to Jonah's Story: When we're lost life doesn't make sense!
- 2) 10 Clear Signs of Being Lost

- 3) Class or Small Group Reading and Discussion of Jonah's Story: Jonah 1:1-12; 15-17; Jonah 2:1-2; 9-10; Jonah 3:1-5; 10; Jonah 4:1-11

14.4 Small Group Discussion: Jonah's Story (est. 15 min.)

Goal: 1) to help students understand the impact of our attitude and emotions in our decision-making process; 2) to grasp how our actions carry consequences and impact others.

- 1) Instructions for Small Group Activity
- 2) Small Group Question and Answer Discussion (Group 1: Questions 1-4; Group 2: Questions 5-8; Group 3: Questions 9-12)
- 3) Class Sharing of Small Group Discussion

5 Minute Break

14.5 Small Group Activity: What Can We Do When We Make A Wrong Turn? (est. 15 min.)

Goal: To students understand what they can do to get back on track

- 1) Introduction: What we can do when we feel lost
- 2) Instructions for Small Group Activity
- 3) Small Group Question and Discussion Activity
- 4) Class Sharing of Small Group Discussion

14.6 Class Discussion: A Parable of Forgiveness (est. 15 min.)

Goal: To show the importance of forgiveness to God. Christ is willing to forgive us but expects that we will forgive as we have been forgiven

- 1) Introduction to A Parable of Forgiveness - Matthew 18:21-35
- 2) Class or Small Group Reading Activity - Matthew 18:21-35
- 3) Class or Small Group Questions and Discussion

14.7 Activity: Role Play Scenario: Forgiveness at Work (est. 15 min.)

Goal: To explore the challenge and importance of forgiveness in the work place

- 1) Role Play Introduction and Instruction: Forgiveness at Work
- 2) Instructions to Small Groups for Role Play Scenario (See options for role play presentation in lesson)
- 3) Small Group Role Play and Group Questions and Resolution Activity
- 4) Class Resolution Discussion and Summary

14.8 Marking Our Course—Class 14 Summary (est. 10 min.)

This Lesson Covered

- 1) Jonah's story taught us:
 - a) The consequences of avoiding God
 - b) The blessings of confronting fear and trusting in God's good purpose
- 2) The parable of the unforgiving servant taught us
 - a) God is faithful to forgive our sins if we repent(ask him to forgive our debts
 - b) We are to forgive our brother as God forgives us.
 - c) We are to take God's teachings into the work place.
- 3) The nursing role play scenario taught us
 - a) That conflict is best dealt with openly and directly
 - b) All members of a team need to respect each others needs for the team to be effective.
 - c) Forgiveness plays a key role in conflict resolution.
- 4) Principles That Work For Life
 - a) *Leaving a job has consequences that are self defeating*
 - b) *Working through roadblocks enables us to achieve victory*
 - c) *We are expected to forgive others as God forgives us*
 - d) *Forgiveness is for us as much as it is for other people because un-forgiveness gets in the way of a healthy relationship between us and God.*
 - e) *It's late but it's not too late*
- 5) Looking Ahead
 - a) In the next Jobs for Life™ class we will discuss
 - b) Customer satisfaction

- c) Excelling on the Job
- d) Employer satisfaction
- e) Employer evaluations
- 6) JfL Graduation
 - a) JfL Graduation Plan Overview: A Special Occasion to Celebrate JfL Graduates
 - b) Student Graduation Question and Answers: Invite Family/Friends

14.9 Homework Assignment

Reminder: Completed "My Resume and My Roadmap" due Class 15

Homework 14: My Job Search Progress Chart Review

Schedule JfL Graduation Make-up Assignments

- † **Optional Good News Message: When We're Lost, There is a Way Back.** Jesus himself said that he came to save lost people, "*For the Son of Man came to seek and save those who are lost*" (Luke 19:10). Not only does He save, but He promises that He will light the path of those who follow Him, "*I am the light of the world. If you follow me, you won't have to walk in darkness, because you will have the light that leads to life.*" (John 8:12). When we are lost, we can always turn to God—"*The LORD is near to all who call on him, to all who call on him in truth.*" (Psalm 145:18)

Jobs for Life Teaching Outline
Class 15: How Do I Stay on the Journey at Work?

Purpose

The purpose of this class is to acquire the skills necessary for employer satisfaction by working toward excellence on the job. Students will learn the purpose of employee evaluations and how to use their feedback to advance to the next level of responsibility. This class will include tips for excelling on the job. Students will learn critical “job keeping” skills including team work, the importance of punctuality, problem resolution strategies, understanding the importance of the employee evaluation and issues that determine the size of pay increases.

Lesson Focus

- Customer Satisfaction
- Conflict Communication
- Employee Evaluation

Welcome, Let's Get Started (est. 10 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

15.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 14 Covered
 - a) Jonah's story taught us:
 - The consequences of avoiding God
 - The blessings of confronting fear and trusting in God's good purpose
 - b) The parable of the unforgiving servant taught us
 - God is faithful to forgive our sins if we repent ask him to forgive our debts
 - We are to forgive our brother as God forgives us.
 - We are to take God's teachings into the work place.
 - c) The nursing role play taught us
 - That conflict is best dealt with openly and directly
 - All members of a team need to respect each others needs for the team to be effective.
 - Forgiveness plays a key role in conflict resolution.
- 2) Principles That Work For Life
 - a) Leaving a job has consequences that are self defeating
 - b) Working through roadblocks enables us to achieve victory
 - c) We are expected to forgive others as God forgives us
 - d) Forgiveness is for us as much as it is for other people because un-forgiveness gets in the way of a healthy relationship between us and God.
 - e) Its late but its not too late
- 3) We Are Here
In the next Jobs for Life™ class we will discuss
 - a) Customer satisfaction
 - b) Excelling on the Job
 - c) Employer satisfaction
 - d) Employer evaluations

15.2 Activity: Review Homework 14 (est. 10 min.)

- 1) Completed “My Resume and My Roadmap” Collected
- 2) Homework 14: My Job Search Progress Chart Review
- 3) Schedule JfL Graduation Make-up Assignments

15.3 Lesson Introduction: What is Customer Service? (est. 5 min.)

Goal: To help students see employers as customers for the work that employees perform and to understand the impact of attitude and performance

- 1) Instruction: What is Customer Service?
- 2) Student response to personal assessment of customer Service
- 3) Class Discussion: Why Customer Service Is Important

15.4 Small Group Activity: My Employer Is My Customer (est. 20 min.)

Goal: To discuss how to increase employer satisfaction by concentrating on the following four areas: culture, punctuality, teamwork, and conflict resolution.

- 1) Instruction for Small Group Activity Assignment and Discussion
 - a) Small Group 1: Culture
 - b) Small Group 2: Attendance and Punctuality
 - c) Small Group 3: Teamwork
 - d) Small Group 4: Conflict Resolution
- 2) Class Discussion and Summary of Small Group Activity

5 Minute Break

15.5 Small Group Activity: Conflict Communication (est. 15 min.)

Goal: To help students take the responsibility for clear communications to minimize misunderstandings.

- 1) Introduction and Class Discussion: Conflict communication and impact of miscommunication
- 2) Instruction for Small Group Question and Discussion Activity: Workplace communication
- 3) Class Discussion and Summary of Small Group Activity

15.6 Activity: Creating a Win-Win Solution (est. 15 min.)

Goal: To help students understand how to resolve conflicts on the job. It is in their own best interest to help their employer be successful.

- 1) Introduction: The importance and benefits of working toward win-win solutions in the workplace
- 2) Role Play Scenario Activity
- 3) Class Win-Win Solutions Resolution Discussion

15.7 Introduction to Employee Evaluations (est. 5 min.)

Goal: To have the students understand the kinds of things they will be evaluated on in their employment and how to learn and improve their performance based on their supervisor's feedback.

- 1) Introduction and Overview to Employee Evaluations: What is an Employee Evaluation?

15.8 Activity: Employee Evaluation Role Play (est. 20 min.)

Goal: To have the students understand the challenge a supervisor has in evaluating his employees.

- 1) Introduction and Instructions for Small Group Role Play: Employee Evaluations from the employer's perspective
- 2) Small Group Role Play Activity and Employee Evaluation Completion (Student Workbook)
- 3) Class Discussion and Summary

15.9 Marking Our Course—Class 15 Summary (est. 5 min.)

- 1) This Lesson Covered
 - a) How to maintain a good relationship with your supervisor and ask for feedback about your work. Remember your supervisor represents your customer—their satisfaction determines your future progress.
 - b) Consistently arriving at work and on time makes a statement about your commitment, reliability and concern for other employees.
 - c) Dressing appropriately makes a statement about your commitment and confidence on the job.
 - d) How to be a valued employee through “Win-Win” negotiations.
 - e) How to understand and then be understood by taking responsibility for 100% of the Communication
 - f) Teamwork is required in most companies, and working well with other is an added value that we can bring to our supervisors and managers
 - g) Employee evaluations can help us, and our employer, assess our strengths and areas that may need further development through additional training and education.
 - h) Training and education are always a good investment in yourself and your future
- 2) Principles That Work For Life

- a) *If you customer who includes your supervisor is satisfies with your performance this opens the door to promotion and higher pay.*
 - b) *In any negotiation “win-win” or no deal.*
 - c) *Take 100% of the responsibility to first understand the other person and then communicate to be understood.*
 - d) *Seek to learn from your employee evaluation and request the training required to move to the next level.*
- 3) Looking Ahead
- a) In the next Jobs for Life™ class we will discuss
 - b) Where we’ve been
 - c) What we’ve learned
 - d) Where we want to go next

15.10 Homework Assignment

- 1) HOMEWORK 15: Where Am I On My Journey?
- 2) Part 1: My Journey Update
- 3) Part 2: Job Search Update
- 4) Schedule Jobs for Life Graduation Make-up Assignments

† Optional Good News Message: Following God Is a Win-Win Solution

When we choose to live a life that honors God by obeying him, he promises to take care of us. In Proverbs 4:10-13, God tells us,

“My child, listen to me and do as I say, and you will have a long, good life. 11 I will teach you wisdom’s ways and lead you in straight paths. 12 When you walk, you won’t be held back; when you run, you won’t stumble. 13 Take hold of my instructions; don’t let them go. Guard them, for they are the key to life.

God wins because he can accomplish his purpose through us when we follow him. We win because we receive his promise of protection, provision and guidance.

Jobs for Life Teaching Outline
Class 16: How Do I Stay On The Journey?

Purpose

This class is a summary of the course. Students will review their progress, evaluate the course experience, and indicate whether or not they need additional assistance.

Lesson Focus

My Journey for Life

Welcome, Let's Get Started (est. 10 min.)

Volunteers / Students sign in and receive a name badge
Brief Welcome and Opening Prayer

16.1 Marking Our Course - We Are Here (est. 5 min.)

- 1) Class 15 Covered
 - a) How to maintain a good relationship with your supervisor and ask for feedback about your work. Remember your supervisor represents your customer—their satisfaction determines your future progress.
 - b) Consistently arriving at work and on time makes a statement about your commitment, reliability and concern for other employees.
 - c) Dressing appropriately makes a statement about your commitment and confidence on the job.
 - d) How to be a valued employee through “Win-Win” negotiations.
 - e) How to understand and then be understood by taking responsibility for 100% of the Communication
 - f) Teamwork is required in most companies, and working well with other is an added value that we can bring to our supervisors and managers
 - g) Employee evaluations can help us, and our employer, assess our strengths and areas that may need further development through additional training and education.
 - h) Training and education are always a good investment in yourself and your future
- 2) Principles That Work For Life
 - a) *If you customer who includes your supervisor is satisfied with your performance this opens the door to promotion and higher pay.*
 - b) *In any negotiation “win-win” or no deal.*
 - c) *Take 100% of the responsibility to first understand the other person and then communicate to be understood.*
 - d) *Seek to learn from your employee evaluation and request the training required to move to the next level.*
- 3) Purpose of this class: To summarize the principles used in the course so that we may continue to advance toward our career and life goals.
- 4) This Class Will Cover
 - a) Where we've been
 - b) What we've learned
 - c) Where we want to go next.

16.2 Activity: JfL Journey Game: What Have We Learned? (est. 20 min.)

Goal: To help students grasp the full picture what they have learned on the JfL journey.

- 1) Introduction and instructions for Jobs for Life™ Journey Review Game
- 2) Small Group team activity
- 3) Small Group presentation of Class 1-7 review
- 4) Student volunteer sharing
- 5) Graduation requirement review

5 Minute Break

16.3 Closing Summary: What Have We Learned? A Time to Reflect (est. 10 min.)

Goal: To capture key lessons taught in Jobs for Life™ training

- 1) Closing Points and Summary of Key Principals from JfL Training

16.4 Class Discussion: Staying on the Journey—Character is Key (est. 30 min.)

Goal: To help students remember that godly character does not have to be compromised in difficult circumstances, but rather godly character can help them overcome difficult circumstances.

- 1) Closing Review of JfL Role Models: Jack and Anita; Joseph, David, Ruth
- 2) Student/Volunteer Class Participation of Summary Review and JfL Turning Points

5 Minute Break (Optional)

16.5 Course Evaluation (est. 15 min.)

- 1) Student Completion of JfL Evaluation Form
- 2) Student/Volunteer Sharing of JfL Experience

16.6 My Journey Progress Report (est. 20 min.)

Goal: For students to update the class on their journey and next steps

- 1) Student “My Journey Progress Report” Update Presentations (“Where Am I” Homework 15)
 - *How has this course helped me?*
 - *What have I overcome?*
 - *Where do I want to go?*
 - *How will I get there?*
 - *What have I accomplished in this course?*
 - *Where do I want to go next?*
 - *How am I different?*
 - *What is the most important thing Jobs for life has taught me?*

16.7 A Time of Celebration! (est. 30 min.)

2 Timothy 4:7: “I have fought the good fight, I have finished the race, and I have remained faithful.”

- 1) Introduction
- 2) Graduation Review
- 3) Applaud to Students
- 4) Applaud to Volunteers

† Optional Good News Message: Practice What You Have Learned.

The Bible is full of wisdom about how to stay on the right path. The Book of James 1 tells us, “*22 But don’t just listen to God’s word. You must do what it says. Otherwise, you are only fooling yourselves. 23 For if you listen to the word and don’t obey, it is like glancing at your face in a mirror. 24 You see yourself, walk away, and forget what you look like. 25 But if you look carefully into the perfect law that sets you free, and if you do what it says and don’t forget what you heard, then God will bless you for doing it.*” (James 1:22-25). Living a life that honors God allows him to bless us—it sets us free from the bondage of sin and covers us in peace and assurance.