



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

Jobs for Life Site Leadership Guide

Small Group Leader Discussion Notes

SMALL GROUP LEADER

No Small Group Activity in Classes 1, 8 and 12

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. Students will begin to learn how to get from where they are to where they want to be, and what they need to change to get there. This class emphasizes that we are created to work, and that work has value. Students will learn how past graduates have overcome roadblocks in achieving their goals.

Materials Needed: Student Workbook Pages 22-25

2.6 Small Group Activity: Jack and Anita's Life Journeys

The Goal: To begin the process of identifying the different stages of one's life journey; to assess how roadblocks can make a defining impact; to understand how wise choices can help overcome roadblocks and redirect one's journey

Anita's Story

1. Read Anita's story together as a class.
2. Break into small groups to answer the questions:
 - What were the key life points for Anita?
 - What roadblocks can you identify with in Anita's life? (Things that happened to her circumstances; Things she did - attitude; character; choices, etc.)
3. Have each group briefly review and discuss Anita's roadblock chart.

Anita's Life Journey

Overcoming through Faith and Perseverance

Childhood

Anita was born the sixth child in a family living in Central America. A civil war brought economic disaster to her home country and her mother became a prostitute to support her youngest daughters. Her mother gave her and her older sister up for adoption at the ages of 2 and 5. Anita lived in the orphanage until age 11 and was adopted by a family living in the eastern part of the United States. A limited education and learning in a foreign language caused Anita to struggle in the U.S. schools.

Youth

Despite her struggles, Anita was able to complete her education and received her high school diploma, but years of neglect by an alcoholic and abusive parent made her rebellious and led to a lifestyle of alcohol, drugs, and even prostitution to support herself when her adoptive family could no longer tolerate her rebellion.

Adulthood

Anita moved to the Southwest to live with her older sister and began attending a Jobs for Life training course and made a decision to become an Elementary School Teacher. Without any advanced education or financial means, Anita began working toward this employment goal by getting her first job in the education field as a school bus driver. Having limited resources for childcare, she brought her 3 young children with her on her bus routes. Several months later, after Jobs for Life graduation, Anita advanced to the position of Teacher's Aide at a local elementary school. Due to her dedication and hard work she qualified for state assistance to attend college and is now working toward completion of her degree in Education.

Anita's future includes full time employment as a dual-language teacher including all hospital and insurance benefits and a full retirement pension. Anita now shares her life's experiences to encourage young students to overcome their circumstances, continue their education, choose their futures and ultimately live happy and productive lives.

Anita's Life Journey

Childhood	Youth	Adulthood	Employment Goal
Born in Central America	Adopted into US Graduated from high school	Moved to the Southwest Attended Jobs for Life™ Job as a school bus driver	Degree In Education Full time employment as Elementary School dual-language teacher Employment benefits and full retirement pension.
Roadblocks	Roadblocks	Roadblocks	
Alcoholic parent Orphaned at two years old Little education until 11 years old	Drug & alcohol addictions Unwed pregnancies Birth of three children with no husband or support	No advanced degree Limited financial support for college attendance No childcare	
Accomplishments	Accomplishments	Accomplishments	
	Graduated from high school	Graduated from Jobs for Life™ Training Promoted to teacher's aide Applied for and received financial aid for college Attending college	

Class 3: What Do I Bring On the Journey and What Do I Still Need?

Purpose—The purpose of this class is for students to: (a) to discover his/her job-related interests and skills, (b) understand why employers are willing to pay more for some jobs than others, and; (c) how to increase their earning potential by adding new skills and work experience.

3.6 Activity: Exploring Our Employment Skills and Interests (40 minutes)

The Goal: This activity lays the foundation for vocational planning. The goals of this activity are: 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.

The instructor will introduce the Career Key Assessment as a way to help identify the student's job-related interests and skills so they might develop a vision of where they want to work. The assessment is designed to 1) help students begin the process of identifying the types of jobs they are best suited for and 2) learn about jobs they may be interested in. Students will begin to develop their vocational plan to find meaningful employment. It is important that the students understand that the assessment is **NOT A TEST** and is **NOT GRADED**. Allow 20 minutes for students to work through the assessment and record his/her results on the Career and Skills Assessment Worksheet handout, and to answer the questions on that handout.

NOTE: Some students may feel intimidated by the form or may not understand how to complete it. It may be helpful to have students work in small groups with their Champion or Discussion Leader assisting them through the form.

Career and Skills Assessment Worksheet

Instructions

1. Write your name and the date on the cover of your Career Assessment.
2. Follow the Instructor's directions as you complete the assessment.
3. Record the results of your assessment below:

My Occupations and Possible Job Choices Include:

Realistic	Investigative	Artistic	Social	Enterprising	Conventional

- What are the top two or three jobs/careers indicated on my assessment?
- Have I ever done that type of work before?
- If not, is it a job that excites me? If so, what about it is exciting?
- What skills do I currently have that might fit these jobs?
- What would I need to do to prepare for these jobs?
- What three features could I add to improve my chances of success in one of these fields?
- What possible roadblocks might I need to work through?
- What steps could be taken to overcome roadblocks and enhance my chances to secure a job in one of the fields indicated on my assessment?

Class 4: Who Is Driving?

Purpose—The purpose of this class is for students to: (a) learn how to make a lasting impression on a prospective employer by developing positive communication skills and (b) discover how letting God drive in our journey enables us to effectively deal with trials.

4.5 Class Activity: Joseph’s Story - Part 1 (10 minutes)

The Goal: To 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. Reiterate the value of character, as Joseph consistently lives out a life that exhibited respect for authority, integrity and service. Activity 4.5 can be done as a class or as a small group discussion.

Joseph’s story in Genesis 39

In class, students will be asked to read parts of Joseph’s story in Genesis 39. Make sure everyone can hear them. Discussion points designed to retain attention and to stimulate discussion are listed throughout the story below.

Overview of Joseph’s Life Journey: Overcoming through Faith and Obedience.

Joseph was born the 11th of 12 sons, but was considered a favorite by his father, Jacob, who gave him a higher education than any of his other brothers. Jacob also gave Joseph the responsibility of keeping account of all the family business. This meant keeping track of how well Joseph’s older brothers cared for the family flocks. As a result, the older brothers were jealous and resented Joseph which led to family strife. Joseph’s brothers wanted to kill him, but decided to sell him into slavery in a foreign country (Egypt) instead.

As a slave, Joseph served in the household of Potiphar, the Captain of the Guard in Pharaoh’s palace. Because of his attitude of respect for God’s law requiring obedience to authority, Joseph excelled in his duties and was promoted to the position of managing the daily activities of Potiphar’s household. His position of leadership, however, brought him into contact with Potiphar’s wife and again, Joseph’s life was turned into tragedy.

Genesis 39: Joseph and Potiphar’s Wife

Joseph in House

1 When Joseph was taken to Egypt by the Ishmaelite [“ish ma lite”] traders, he was purchased by Potiphar [“pa tee fer”], an Egyptian officer. Potiphar was captain of the guard for Pharaoh [“fae row”], the king of Egypt.

2 The Lord was with Joseph, so he succeeded in everything he did as he served in the home of his Egyptian master. 3 Potiphar noticed this and realized that the Lord was with Joseph, giving him success in everything he did. 4 This pleased Potiphar, so he soon made Joseph his personal attendant. He put him in charge of his entire household and everything he owned. 5 From the day Joseph was put in charge of his master’s household and property, the Lord began to bless Potiphar’s household for Joseph’s sake. All his household affairs ran smoothly, and his crops and livestock flourished. 6 So Potiphar gave Joseph complete administrative responsibility over everything he owned. With Joseph there, he didn’t worry about a thing—except what kind of food to eat!

How did Joseph approach his work even as a slave? He served Potiphar and was noticed for his work.

What did Potiphar put Joseph in charge of? Potiphar put Joseph in charge of everything!

Joseph was a very handsome and well-built young man, 7 and Potiphar’s wife soon began to look at him lustfully. “Come and sleep with me,” she demanded.

8 But Joseph refused. “Look,” he told her, “my master trusts me with everything in his entire household. 9 No one here has more authority than I do. He has held back nothing from me

except you, because you are his wife. How could I do such a wicked thing? It would be a great sin against God.”

10 She kept putting pressure on Joseph day after day, but he refused to sleep with her, and he kept out of her way as much as possible. 11 One day, however, no one else was around when he went in to do his work. 12 She came and grabbed him by his cloak, demanding, “Come on, sleep with me!” Joseph tore himself away, but he left his cloak in her hand as he ran from the house.

How did Joseph behave when he was confronted by Potiphar’s wife? He ran. Emphasize that as a good rule for dealing with negative influences in our lives. Read what Paul wrote to another young believer—2 Timothy 2:22 – “Flee youthful lusts; but pursue righteousness, faith, love, peace with those who call on the Lord out of a pure heart”. (NIV)

Why do you think he refused her? He wanted to honor God and Potiphar. He respected his authorities and was a man of integrity.

13 When she saw that she was holding his cloak and he had fled, 14 she called out to her servants. Soon all the men came running. “Look!” she said. “My husband has brought this Hebrew slave here to make fools of us! He came into my room to rape me, but I screamed. 15 When he heard me scream, he ran outside and got away, but he left his cloak behind with me.”

16 She kept the cloak with her until her husband came home. 17 Then she told him her story. “That Hebrew slave you’ve brought into our house tried to come in and fool around with me,” she said. 18 “But when I screamed, he ran outside, leaving his cloak with me!”

Joseph Put in Prison

19 Potiphar was furious when he heard his wife’s story about how Joseph had treated her. 20 So he took Joseph and threw him into the prison where the king’s prisoners were held, and there he remained. 21 the Lord was with Joseph in the prison and showed him his faithful love. And the Lord made Joseph a favorite with the prison warden. 22 Before long, the warden put Joseph in charge of all the other prisoners and over everything that happened in the prison. 23 The warden had no more worries, because Joseph took care of everything. The Lord was with him and caused everything he did to succeed.

In the face of these trials and injustice, what kind of attitude did Joseph have? Steadfast, trustworthy— nothing deterred him from operating with integrity, excellence and purpose.

Why did he have this attitude? He always kept the big picture in mind. While he did not understand God’s purpose at the time, he knew God was in control and that good would come out of his situation even if he could not see it. Joseph was obedient to and a servant to man (Potiphar).

4.8 Small Group Activity: Jack's Decision (15 minutes)

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

1. Read the following scenario to the class:

Jack secured a good position at a retail store. One day after he'd been there for six months one of his team members brought him a wallet left by one of the store's customers. The wallet contained \$88 and a driver's license. His coworker wanted to turn the wallet in to lost and found after removing \$50 as a reward. He wanted to split the reward with Jack who was the team captain.

2. Form small groups and answer the following questions:

*What should Jack do? What should Jack tell his coworker? His supervisor?
Where should his loyalty be? Coworker? Supervisor? Customer?
What Biblical principles could Jack have used to decide what to do?*

3. Ask each small group to share their answers with the class.
4. Ask students to take note of the things they have in common with each presenter.
5. Write down the things the students have in common. Emphasize what people are proud of and do well.
6. Emphasize that everyone has had tough times.
7. Applaud each student upon completion of their presentation.

Class 5: How Do I Plan My Journey?

Purpose—The purpose of this class is to help students understand the value of having a well thought-out, realistic employment plan for their journey. This lesson will introduce vocational planning techniques through the development of a personal roadmap that will help the student identify specific employment goals, required skills, roadblocks, as well as defined, working plans to achieve a productive life.

5.5 Small Group Activity: Career Assessment Review (20 minutes)

The 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. To help students review and clarify what career fields are a good fit for them, and start to narrow their employment goal to help them find a job with advancement potential and good wages.

Materials Needed:

- Student Workbook Page 69
- Completed Student Career Assessments

Narrow your focus

Break into small groups.

- **Small Group Leader:** Lead the small group through a discussion around the career assessment that will help them begin to narrow their job selection toward a defined employment goal.
- Have each student identify their top job choices and share why they may be interested in such work.
- Ask each student to review the requirements of his/her top job choices and begin to narrow down their focus for a more realistic job search plan.

Discussion Group Outline:

My top 3 job choices are:

I am interested in these job choices because:

The primary requirements for my top choices include:

5.6 Small Group Activity: What is My Employment Goal? (15 minutes)

The Goal: For students 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.

Materials Needed: Student Workbook Pages 70-72 and Career Assessment

NOTE: As students think about setting their employment goal, they should keep in mind that they want to choose a job or career that offers growth potential through career advancement and increased income opportunities, while minimizing the risk of downsizing.

- Break out into small groups of three to review these steps and support each other in evaluating their career choices.
- Have students discuss their top job/vocation categories, or career clusters and some of the jobs selected in each category. Does the job offer growth potential? Advancement opportunities? Increased income potential?
- Help students as they continue to sort through the data from their career assessment.
- Begin to narrow their focus down to **three final realistic job selections** for further investigation and then complete the "Priority Skills" worksheet found in their workbooks. Assist them where needed.
- As time permits, discuss their answers and identify the main roadblocks they may face in each category.

Group Discussion Outline:

My top 3 job choices are:

I am interested in these job choices because:

The primary requirements for my top choices include:

Example:

Student	Employment Goal	Job / Career Field
Joe	To be a certified automotive Master Mechanic within 2 years.	Automotive Repair (Automobile dealer/repair, etc.)
Annie	To be employed full time as a Nurse's Aid within the next 6 months.	Nurses Aid / Home Healthcare
Alice	To complete my associate degree in Graphic Arts and work for a small to medium advertising agency as a Graphic Artist.	Graphic Arts / Advertising and Marketing

My Priority Skills Worksheet

My preliminary top three employment interests are:

I am interested in these career fields because:

Now that you have selected three preliminary employment interests, keep these in mind as you complete the following worksheet, reflecting on things that you have done well in the past. List all of your best features, as well as those that you would like to add in order to pursue these careers.

Three things I do best:

- 1.
- 2.
- 3.

Skills people would hire me to do for them:

- 1.
- 2.
- 3.

My Main Skill Roadblocks Are:

- 1.
- 2.
- 3.

Skills I would most like to learn:

- 1.
- 2.
- 3.

My Main Character Roadblocks Are:

Character traits that could strengthen me professionally:

Class 6: How Do I Find My Destination?

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

6.2 Small Group Activity: My Roadmap (10 minutes)

The 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.

Materials Needed

Student Workbook Page 79

Homework 5 Assignment Handout: My Roadmap

Break into small groups of 4.

- Allow each student to share his/her vocational plan.
- Ensure each student understands how to develop a vocational plan.
- Discuss the positives and negatives of potential careers, the skills required and the gaps in students current skill sets.
- Discuss possible ways to obtain the necessary missing skills.

6.6 Activity: Developing Informational Interview Questions (15 minutes)

The Goal: For the students to develop two to three different sets of informational interview questions to have on hand to ask Class 7 business community guests so that they may be focused and relaxed as they interact in a constructive fashion with employers.

Materials Needed: Student Workbook Page 84

In Class 7, guests from the business community will participate in an Employer Roundtable discussion. As a class, students will review the value of Informational Interviews and open-ended questions and understand what is expected of them during the Employer Roundtable discussion.

1. Break into small groups.
2. Each group will develop 5 to 6 open-ended informational interview questions to present to Class 7's guest from the business community.

Sample Questions may include:

- Does your company offer jobs in (students' chosen career or position of interest)? If so, what would the job requirements be?
 - What are the dress requirements?
 - What type of education is required?
 - What are the work hours?
 - What type of on-the-job training is offered?
 - How is an employee promoted?
 - What top qualities in an employee is most important to you and why?
 - What do you look for on an application or resume when deciding whether to invite an applicant in for an interview? Or hire them for the job?
 - What would make me successful in your job/company?
 - How should an applicant handle gaps in employment or criminal record information?
3. Group members will then select two to three key questions to share with the class.
 4. Identify a spokesperson from your group to report back to the class with the selected questions they plan to ask employers and why each question is important to the group.
 5. Share a copy of your group's list of the questions with the instructor for preparation for the next class.

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.

7.5 Small Group Activity - Integrity in the Workplace (10 minutes)

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

Materials Needed: Student Workbook Page 98

Integrity in the Workplace scenario:

You have been working for Ace Electric for six months. A co-worker tells you that he knows that some employees who were just hired are earning more money than you are for the same work. You have always felt you were earning good money at this job, and you agreed to work for the wage you are currently earning but you are upset that the new employees are making more money.

Form small groups and answer the following questions:

How would you respond to this coworker?

Why might one worker earn more money than another?

Is it any of your business what other employees earn?

Is it important that you had already agreed to work for the wage you are earning?

Should you spend any time comparing other employees to yourself?

What positive character trait would be most appropriate at this time? (Class 4, 4:10)

How can you increase your value to the company so they can afford to pay you more?

Identify a spokesperson from your group to report back to the class with the group answers. Have the rest of the group prepared to support your spokesperson as needed.

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

The Goal: For the students to develop two to three different sets of informational interview questions to have on hand to ask during Class 8 Community Resource Roundtable.

Materials Needed: Student Workbook Page 99

- Break into small groups.
- Follow the same format used in Class 6 to develop 4 to 5 open-ended questions for Class 8's Community Resource Roundtable. Questions should relate to the resources that will be represented during the roundtable (i.e. questions on education for Continued Education representative; job training questions for ESC/JobLink One-Stop; etc.).
- Each group should be prepared to share their questions with the class.
- A copy of each group's questions should be given to the instructor in preparation for the roundtable.

No Small Group Activity in Class 8

Class 9: What Are The Emotional Roadblocks on 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.

Materials Needed: Student Workbook Pages 117

Activity 9.6: Small Group Activity – My Emotional Roadblocks (25 Minutes)

Students will work through the following questions on their own and then break into their small groups with their Champion / Discussion Leader to discuss their answers (or have student work with Champion one-on-one during this class time).

What bad decisions or mistakes have I made along my journey?

How have the consequences of those bad decisions become roadblocks for me?

Have I been able to accept responsibility for them?

What can I do now to accept responsibility for my mistakes?

How can I overcome or avoid those roadblocks in the future?

As needed, assist students to identify potential roadblocks and update their roadmap.

Have a spokesman from each group report back on ways to overcome identified roadblocks and avoid future repeated occurrences.

9.8 Small Group Activity: Conflict Resolution - A Role Play (15 minutes)

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

Materials Needed: Student Workbook Pages 120, 121

Repentance and Forgiveness - Restoring Peace To Our Lives.

Conflicts often arise in the workplace. The following exercise will help us look at some healthy ways to deal with it.

Scenario 1:

You and three other members of your sales team are working for the Casual Shoe store selling to customers, keeping inventory, maintaining sales records and stocking products. When the store is doing well one of the team, Shirley, is always taking credit. When results are average or poor she is quick to point her finger at the other team members. "You didn't order enough of the fast selling shoes. You are always talking but never close the sale. The displays aren't right. You always try to sell the cheapest shoes not those with the highest profit. You don't display the shoes well. You're always watching me etc." This is causing division within the team and results for the store are now consistently below average.

Form small groups and answer the following questions:

- Should you tell Shirley off? Why or why not?*
- How should the team resolve this conflict?*
- Is this type of drama acceptable in the work place?*
- Who are the victims? (the customer and the company)*
- How would forgiveness play a role?*

Each group should be prepared to share their answers with the class.

Class10: What Do I Need Journey? (Part1)

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.

10.3 Ruth's Story - Class Reading

Ruth 1:16 Ruth Replied, "Don't urge me to leave you or turn back from you. Wherever you go I will go, where you stay I will stay, your people will be my people and your God my God. Where you die I will die and where you are buried I will be buried. Will the Lord deal with me if ever so severely if anything but death separates you and me."

Ruth 1:22 So Naomi returned from Moab accompanied by Ruth the Moabite [Mo-a-bite], her daughter in law arriving in Bethlehem as the barley harvest was beginning.

Ruth 2:1-23 Now there was a wealthy and influential man in named Boaz, who was a relative of Naomi's husband, Elimelech (EL-IM-EL-EK). 2 One day Ruth the Moabite [Mo-a-bite] said to Naomi, "Let me go out into the harvest fields to pick up the stalks of grain left behind by anyone who is kind enough to let me do it." Naomi replied, "All right, my daughter, go ahead." 3 So Ruth went out to gather grain behind the harvesters. And as it happened, she found herself working in a field that belonged to Boaz, the relative of her father-in-law, Elimelech. 4 While she was there, Boaz arrived from Bethlehem and greeted the harvesters. "The Lord be with you!" he said. "The Lord bless you!" the harvesters replied. 5 Then asked his foreman, "Who is that young woman over there? Who does she belong to?" 6 And the foreman replied, "She is the young woman from Moab who came back with Naomi. 7 She asked me this morning if she could gather grain behind the harvesters. She has been hard at work ever since, except for a few minutes' rest in the shelter."

8 Boaz went over and said to Ruth, "Listen, my daughter. Stay right here with us when you gather grain; don't go to any other fields. Stay right behind the young women working in my field. 9 See which part of the field they are harvesting, and then follow them. I have warned the young men not to treat you roughly. And when you are thirsty, help yourself to the water they have drawn from the well." 10 Ruth fell at his feet and thanked him warmly. "What have I done to deserve such kindness?" she asked. "I am only a foreigner."

11 "Yes, I know," replied. "But I also know about everything you have done for your mother-in-law since the death of your husband. I have heard how you left your father and mother and your own land to live here among complete strangers. 12 May the Lord, the God of Israel, under whose wings you have come to take refuge, reward you fully for what you have done." 13 "I hope I continue to please you, sir," she replied. "You have comforted me by speaking so kindly to me, even though I am not one of your workers."

14 At mealtime Boaz called to her, "Come over here, and help yourself to some food. You can dip your bread in the sour wine." So she sat with his harvesters, and gave her some roasted grain to eat. She ate all she wanted and still had some left over. 15 When Ruth went back to work again, ordered his young men, "Let her gather grain right among the sheaves without stopping her. 16 And pull out some heads of barley from the bundles and drop them on purpose for her. Let her pick them up, and don't give her a hard time!"

17 So Ruth gathered barley there all day, and when she beat out the grain that evening, it filled an entire basket. 18 She carried it back into town and showed it to her mother-in-law. Ruth also gave her the roasted grain that was left over from her meal. 19 "Where did you gather all this grain today?" Naomi asked. "Where did you work? May the Lord bless the one who helped you!"

So Ruth told her mother-in-law about the man in whose field she had worked. She said, "The man I worked with today is named Boaz."

20 "May the Lord bless him!" told her daughter-in-law. "He is showing his kindness to us as well as to your dead husband. That man is one of our closest relatives, one of our family redeemers."

21 Then Ruth said, "What's more, Boaz even told me to come back and stay with his harvesters until the entire harvest is completed."

22 "Good!" Naomi exclaimed. "Do as he said, my daughter. Stay with his young women right through the whole harvest. You might be harassed in other fields, but you'll be safe with him."

23 So Ruth worked alongside the women in Boaz's fields and gathered grain with them until the end of the barley harvest. Then she continued working with them through the wheat harvest in early summer. And all the while she lived with her mother-in-law.

SUMMARY: Ruth goes on to marry Boaz, who goes out of his way to take care of her and protect her, and praise her for being a loyal and virtuous woman. They had a child, Obed, who was the grandfather of King David.

10.5 Small Group Activity: Ruth's Story (20 Minutes)

The Goal: To help students understand the value of a positive role model and how lives can be impacted by godly character.

Materials Needed: Student Workbook Page 130

Form small groups and ask students to work together to answer and discuss the following points:

Gleaning was a new skill for Ruth, and God blessed her efforts at learning and practicing that skill.

- Describe a new skill that you have learned or would like to learn.
- Ruth's obedience to living according to God's standard, her integrity, solid work ethic and perseverance served as a positive influence in her family. Can you recall someone who was a positive influence in your life? Explain.
- Ruth's character helped her make the most of a bad situation. Name something significant that you have learned from a past experience that has helped you to grow.
- Do you think it is important to have people of character supporting you as you journey through life? Why or why not?

Each group should be prepared to share their answers with the class.

10.6 Small Group Activity: Are We Role Models? (15 minutes)

Break off into small groups to discuss the following questions.

Who has served as a role model in your life?

What kind of positive impact did this individual make on your life?

Are we positive or negative role models for our relatives, friends and coworkers?

What ways can we be a positive role model for our family, friends and coworkers?

If we achieve our goals by using the principles in this lesson, are we children, friends and coworkers likely to do better as well? Why?

The best way to see our children, relatives and friends be successful is to model that success telling them that “if I can do it with God’s help so can you.

10.7 Class 11 Employer Roundtable Prep: Information Interview (15 minutes)

The Goal: For the students to develop two to three different sets of informational interview questions to have on hand to ask Class 11 guests during the Employer’s Roundtable #2.

Materials Needed: Student Workbook Page 132

Break into small groups.

- Have each group develop 4 to 5 additional open-ended informational interview questions to present to employers during the Employer Roundtable discussion.
- A group spokesperson will share with the class two to three questions to ask employers and why that question is important to the group.
- A copy of each group’s questions should be given to the instructor in preparation for the next class.
- Remind students that Mock Interviews will take place in Class 12.7.

Class 11: What Do I Need On the Journey Part 2?

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.

11.4 Small Group Activity: Answering Difficult Questions (25 minutes)

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

Materials Needed: Student Workbook Pages 140, 141

Listed below are some of the most difficult questions asked on interviews because the answers can make the difference as to whether or not an applicant is hired.

The goal of this activity is to help students think through their responses to difficult interview questions. Additional interview questions are listed in Homework 11.2.

Have the class form two groups with a Champion or Small Group Discussion Leader available to direct each small group with this activity.

Divide up the following questions with each group taking responsibility to prepare responses to the questions below:

Why did you leave your last job?

What were you doing during the gaps in your work history?

What are your strengths?

What actions have you taken to improve in this area?

What are your plans for the future?--

Why should we hire you?

Ask each group to select a spokesperson from the group to present the group's responses to the class.

Once each group has prepared a response, ask the groups to select one person to briefly role-play an interview situation where the question is asked.

NO SMALL GROUP ACTIVITY IN CLASS 12 - MOCK INTERVIEWS

Class 13: How Do I Know That I Am 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 and modern day role models, and what to look for to know you're on the right path.

13.4 Joseph's Story - Class Reading **Famine in Egypt (Genesis 41: 46-57)**

46 He [Joseph] was thirty years old when he began serving in the court of Pharaoh, the king of Egypt. And when Joseph left Pharaoh's presence, he inspected the entire land of Egypt. 47 As predicted, for seven years the land produced bumper crops. 48 During those years, Joseph gathered all the crops grown in Egypt and stored the grain from the surrounding fields in the cities. 49 He piled up huge amounts of grain like sand on the seashore. Finally, he stopped keeping records because there was too much to measure.

53 At last the seven years of bumper crops throughout the land of Egypt came to an end. 54 Then the seven years of famine began, just as Joseph had predicted. The famine also struck all the surrounding countries, but throughout Egypt there was plenty of food. 55 Eventually, however, the famine spread throughout the land of Egypt as well. And when the people cried out to Pharaoh for food, he told them, "Go to Joseph, and do whatever he tells you." 56 So with severe famine everywhere, Joseph opened up the storehouses and distributed grain to the Egyptians, for the famine was severe throughout the land of Egypt. 57 And people from all around came to Egypt to buy grain from Joseph because the famine was severe throughout the world.

Joseph Reveals His Identity (Genesis 45:1-15)

Joseph could stand it no longer. There were many people in the room, and he said to his attendants, "Out, all of you!" So he was alone with his brothers when he told them who he was. 2 Then he broke down and wept. He wept so loudly the Egyptians could hear him, and word of it quickly carried to Pharaoh's palace.

3 "I am Joseph!" he said to his brothers. "Is my father still alive?" But his brothers were speechless! They were stunned to realize that Joseph was standing there in front of them. 4 "Please, come closer," he said to them. So they came closer. And he said again, "I am Joseph, your brother, whom you sold into slavery in Egypt. 5 don't be upset, and don't be angry with yourselves for selling me to this place. It was God who sent me here ahead of you to preserve your lives.

6 This famine that has ravaged the land for two years will last five more years, and there will be neither plowing nor harvesting. 7 I have sent me ahead of you to keep you and your families alive and to preserve many survivors. 8 So it was I who sent me here, not you! And he is the one who made me an adviser to Pharaoh—the manager of his entire palace and the governor of all Egypt. 9 "Now hurry back to my father and tell him, 'This is what your son Joseph says: God has made me master over all the land of Egypt. So come down to me immediately! 10 You can live in the region of Goshen, where you can be near me with all your children and grandchildren, your flocks and herds, and everything you own. 11 I will take care of you there, for there are still five years of famine ahead of us. Otherwise you, your household, and all your animals will starve.'"

12 Then Joseph added, "Look! You can see for yourselves, and so can my brother Benjamin, that I really am Joseph! 13 Go tell my father of my honored position here in Egypt. Describe for him everything you have seen, and then bring my father here quickly." 14 Weeping with joy, he embraced and Benjamin did the same. 15 Then Joseph kissed each of his brothers and wept over them, and after that they began talking freely with him.

Joseph Reassures His Brothers (Genesis 50:15-19)

14 After burying Jacob, Joseph returned to Egypt with his brothers and all who had accompanied him to his father’s burial. 15 But now that their father was dead, Joseph’s brothers became fearful. “Now Joseph will show his anger and pay us back for all the wrong we did to him,” they said.

16 So they sent this message to Joseph: “Before your father died, he instructed us 17 to say to you: ‘Please forgive your brothers for the great wrong they did to you—for their sin in treating you so cruelly.’ So we, the servants of the God of your father, beg you to forgive our sin.” When Joseph received the message, he broke down and wept. 18 Then his brothers came and threw themselves down before Joseph. “Look, we are your slaves!” they said.

19 But Joseph replied, “Don’t be afraid of me. Am I God, that I can punish you? 20 You intended to harm me, but God intended it all for good. He brought me to this position so I could save the lives of many people. 21 No, don’t be afraid. I will continue to take care of you and your children.” So he reassured them by speaking kindly to them.”

JOSEPH’S LIFE JOURNEY Chart

Childhood	Youth	Adulthood	Employment Goal
Educated as accountant for family business	Promoted to Manager of Potiphar’s household	Appointed Vizier by Pharaoh and developed a plan to save Egypt from a future 7-year drought and possible starvation	Total allegiance to God first Respect for authority Perform with unquestionable work ethics
Roadblocks Family strife – Jealous brothers sold him into slavery;	Roadblocks Wrongfully accused and imprisoned for 2 years;	Roadblocks Egypt afflicted by 7 year drought and famine	Outcome/Result Success as Vizier; Given land to provide for himself and his family in retirement.

13.6 Small Group Activity: How Faith Can Work For Me (25 Minutes)

The Goal: To help the students understand 1) how attitude and choices impact not only our life but the lives of those around us, and how faith can guide our choices; and 2) how forgiveness brings inner peace and the ability to move out of the past and forward in life; and 3) how a heart and mind transformation impacts every aspect of one's life.

Materials Needed: Student Workbook Page 164

The following exercise is not to dwell on past hurts, but rather to help students recognize that we are free to choose not to allow past experiences to cripple our mind in a way that keeps us from living a productive life. Emphasize the importance of living for today and planning toward tomorrow rather than reliving the past.

Break into small groups.

To help students see how others have overcome painful roadblocks to go on to lead fulfilled lives, select a modern day role model from the reference section in the back the JfL Student Workbook for each small group to read and discuss. Have them answer the following questions located in their workbooks.

At the end of the group time, the class will come together for a brief class discussion to summarize the lesson:

Which part of the story do you identify with?

How did this person use his/her God given talents?

What did you admire the most about the role model in your story?

What principles learned in the JfL training did they employ in overcoming their roadblocks?

How does their story give you confidence that you too can achieve your employment and family goals?

13.8 Small Group Activity - Decision Making (10 minutes)

The Goal: To help students further understand how the value of utilizing what God has given us and the principle of loyalty and appreciation applies in today's workplace.

Materials Needed: Small Group Discussion Leader

Students will read the following scenario in class:

Betty Johnson was desperate for a job. Pete Sanders just opened the Star Grill and had hired his wait staff, but still needed someone to help with the cooking. As Betty had gone through enough of the Jobs for Life training to think she wanted to become a chef she applied for this entry level job. Mr. Sanders decided to take a chance and hire her. After six months of hard work on the job, Betty was performing well. She enjoyed working at the Star Grill and Pete could see her as a potential chef. The business was growing and Pete wanted to step back from the day to day cooking to develop the business further. He therefore encouraged Betty to enter a one year chef training school for which he would pay 50% of the cost. She agreed.

Eight months later, Betty's cousin told her of a position at a new retail store where she could work for \$2 more per hour than the Star Grill. Betty was in her last semester of chef school night classes and figured that she could always take a chef's job later. So she went to work with her cousin at the higher wage.

Break into small group to discuss the following questions:

Was this a good or a bad decision? Why? (Betty became short sighted; let her employer down and gave up on her vocational dream for just a few dollars more.)

What about Pete Sanders - is Betty's loyalty to her cousin more important? (Her employer gave her a chance, assisted her to achieve her dream of becoming a chef. By not wanting to disappoint her cousin and succumbing to the temptation of short term money, Betty got off the path and lost her dream.)

What Jobs for Life principles should Betty have applied to her situation? (Loyalty and perseverance• (Ruth). She was sidetracked from her vocational plan, buried her God given talent and showed lack of respect for her employer.)

Each group should be prepared to present their answer and discuss them further with the class.

Summary – Getting off the path has dire consequences. To make things right, Betty should go back to Mr. Sanders and ask for forgiveness, perhaps offering to work to pay him back for the Chef school. If he took her back, she should be grateful to her employer and to God for a second chance.

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.

Small Group Discussion: Jonah's Story (15 minutes)

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

Materials Needed: Student Workbook Page 175

Class will form three small groups and answer the following questions:

- Group 1, answer questions 1-4
- Group 2 answer questions 5-8
- Group 3 answer questions 9-12.

Ask a representative from each group to share their answers.

Questions	Discussion Points
<i>What happened each time Jonah ran from God?</i>	Consequences caught up with him
<i>How do we know Jonah didn't trust</i>	Instead of being honest with God about his fear, he took matters into his own hands. He tried to escape responsibility for his actions and he ran. Everyone but Jonah could see how lost he was.
<i>What keeps us from trusting God?</i>	Like Jonah, we may try to control our circumstances when things are uncertain, scary or hard instead of trusting God to bring us through those circumstances.
<i>How would you describe Jonah's attitude throughout his whole story?</i>	Jonah's attitude was negative. He did not have the mindset to do whatever it took to get the job done, to respect God as His authority and to obey. Jonah focused only himself rather than on what God wanted to do through him.
<i>How important is our attitude?</i>	
<i>Why did Jonah stay lost?</i>	Because he was unable to do what David did—admit his mistakes and ask for forgiveness; and what Ruth did—remained faithful and obedient in difficult times; and what Joseph did—trust God to work out his purpose for his life.
<i>Why it is important to do what you say you are going to do?</i>	Delayed obedience is disobedience. Disobedience always has negative consequences. God calls us to be responsible for our actions, and choices. On earth, one way God rewards our obedience is through earthly relationships—through positive consequences and results of trusting relationships—with family, friends, and even employers. Once trust is broken it is very difficult to regain. Truthfulness and meeting commitments establishes trust which leads to more responsibility at work or even higher paying job. Doing small jobs with excellence leads to more responsibility or even a higher paying job.

What was one thing that Jonah always had with him on his journey?

His freedom to choose. Like Jonah, we always have the freedom to choose the kind of attitude we have and the next action we will take.

What can you do to develop and maintain a positive attitude at work so you don't become a Jonah?

14.5 Small Group Activity: What To Do When We Make a Wrong Turn (15 minutes)

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

Materials Needed: Student Workbook Page 176

Jonah's story shows us how quickly fear can lead us to make a bad choice. Jonah ran from God, he got lost on his journey. His heart was hardened by fear. Fear was a roadblock for Jonah. Instead of being honest with God about his fear, he took matters into his own hands. He tried to escape responsibility for his actions and he ran. Everyone around him could see how lost he was, but he couldn't. Sometimes it takes other people to let us know we need to wake up. Let's talk about what we can do when we feel lost.

Form small groups and respond to the following questions.

What are some reasons we might make a wrong turn?

What should we not do when we have made a wrong turn?

What can we do to stay on the right track?

What barriers or roadblocks should we avoid that can take us off track?

Each group should be prepared to share answers and suggestions with the class.

Class 15: How To 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.

15.4 Small Group Activity: The Employer as Our Customer (20 minutes)

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

Materials Needed: Student Workbook Pages 187-190

Class forms into the following four groups: Culture, Attendance and punctuality, Teamwork, and Conflict Resolution.

Each small group will read and discuss the paragraph on the area assigned.

A spokesman from each group will present a summary of answers to the class as a sixty second commercial.

Select someone who has not presented recently

Session 1. Culture

As employees we need to understand the culture of the company including:

- Breaks
- Personal Phone Calls
- The degree of socializing that is acceptable, and
- What things we need to communicate to our employer on a routine basis.

Part of understanding the culture of a workplace is to know what is expected of you. You may need to ask your supervisor or a coworker to help you learn about your employer’s expectations. Another part of workplace culture is the way people dress. We need to dress appropriately for the environment we’ll be working in. Some organizations require uniforms in which case the decision is easy. Ask your supervisor what clothing is acceptable and what is preferred. Try to dress the preferred way instead of just the acceptable way.

Q: Why do companies have a workplace culture regarding the areas we just read about?

- Why is it important for us to understand our work culture?
- Have you ever had a question about your workplace culture? How did you handle it?
- How can working within our company’s work culture help us advance in our job?

Session 2. Attendance and Punctuality: *Why is showing up and being on time for work important in the workplace?*

Coming to work and being on time is important because of what it communicates to your employer. Whether we are arriving at work or coming off of a break, when we’re on time we’re saying that this job and the people I work with are important to me—I recognize that I’m part of a team that cannot fully function without me. Showing up and being on time communicates that we are reliable—we won’t be considered for promotion if we aren’t reliable. Being absent and late is inconsiderate of others and may delay the employer’s ability to complete work. Wasted time costs

the company money. Employees are at work to add value not subtract from it. A company can't afford to keep chronic absentees and tardy people regardless of the reason for being late. We can take proactive measures to insure that we are at work on time, such as:

- Plan to arrive at least 20 minutes early. Then, if something unforeseen happens— an accident, child care issues, late transportation, minor emergency, you've built in a cushion. If you are there early this will likely be noticed by your supervisor who will usually be more lenient the one time you are legitimately late.
- Have a back up means of transportation should your ride not materialize. Make it a high priority to obtain your own reliable transportation.
- Do regular maintenance on your vehicle. Don't wait until it's broken before you fix it.
- Set a back-up alarm clock. Go to bed at a reasonable hour, this makes getting up much easier. Allow at least an hour from the time you get up to the time you leave the house.
- Have more than one child care option in case your regular provider is sick or unavailable.
- If you find you're going to be late tell or call your supervisor before you're due to be at work.

Q: From this list, what proactive measure could help you show up at work on time each day? What other ways can we insure that we are consistently at work and on time?

Session3. Team Work

Q: What does teamwork mean to you?

Most jobs require us to work with other people to complete our work. Working well with other people is a requirement of many jobs, especially if we seek to become supervisors or managers. Treating everyone at work with respect is the best way to demonstrate our ability to work well with others to our employer. Encouraging and assisting someone who is struggling with a job function, even when it is not your job, is teamwork.

Discuss other ways that build and demonstrate teamwork on the job.

- Why is teamwork important to our employer?
- What do we demonstrate to our employer by being a team player?
- How might being a team player help us advance in our jobs?

Session 4. Conflict Resolution

What is most challenging for you about resolving conflict?

Sometimes conflict is unavoidable. Sometimes, however, it isn't worth the consequences. When conflicts arise, whenever possible, we want to find solutions that meet everyone's needs. This is known as the win-win principle, because, without compromising integrity and character, both parties win—their needs are met. One way to minimize conflict is to make sure we understand

what someone is trying to communicate to us before we communicate to them. On the job, your responsibility is to:

- Make sure you truly understand what the other person is trying to say.
- Take the time to make sure that they understand what you mean when you respond back.
- Take responsibility for 100% of the communications and you will be more effective.

When we can find another way to solve our problems, even if it is harder for us to do, we have added value to ourselves and to others. Our employers are satisfied customers when we 1) meet the specifications of the job, 2) work well with others to achieve it, 3) are where we are supposed to be when we are supposed to be there, and 4) are constructive in resolving problems.

- How can we minimize conflict in the workplace?
- What does it take from everyone involved to effectively resolve a conflict? (Working together, sometime it may mean making concession for the other person, even when it's not what you want.)
- Who wins when a conflict is effectively resolved?
- How might our ability to resolve conflict help us advance in our job?

15.5 Small Group Activity: Conflict Communication (15 Minutes)

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

Materials Needed: Student Workbook Page 191

We all come from different cultural backgrounds and understand things in different terms. We are responsible for trying to understand the other person and to make sure they understand us.

Following a short class discussion:

Break into small groups to explore the following in more detail:

- Have you been misunderstood at work? What happened? How was it resolved?
- Describe a work incident with potentially multiple interpretations. How was it resolved?
- Do different cultural backgrounds influence your understanding of other people? (example the “boss”)
- Is ordering an employee to do something looked at differently in different cultures?

Have a representative from each group briefly share highlights from their group discussion.

15.8 Small Group Activity: Employee Evaluation Role Play (20 minutes)

The Goal: To have the students understand the challenge a supervisor has in evaluating his employees. To put students in the role of supervisor to gain a different perspective.

Materials Needed: Student Workbook Pages 194, 195

A supervisor's job is to improve performance. If someone has to be dismissed this is a negative on the supervisor's performance as they made both a mistake on hiring that person as well as failing to train and develop them properly.

Break into small groups.

In small groups, evaluate two manufacturing employees to determine development or disciplinary activities necessary to improve performance and how much of a raise, if any, they should earn.

Workplace Scenario

Aero Technology is growing rapidly and has just received a new contract for electronic components which will result in operating their plant at capacity. They review the performance of employees annually to determine salary and what development is needed to meet their growth plan. Information on John Radish and Harriet Prancer are shown below.

John Radish (Employed for 6 months). *John is often late, can be emotional, constantly suggesting changes to the production line that cause disruption. While he is very intelligent, employees don't trust his motives. However, he stays late and several of his suggestions have proved valid and were implemented by the company. These modifications to the production line have saved the company \$50,000 so far this year.*

Harriet Prancer (10-Year Employee). *Harriet has been with the company 10 years. She is very reliable, friendly and an efficient worker. She doesn't like change and complains of short notice for overtime. A good team player well liked by other employees. She is taking computer classes and would like to obtain a higher level position in purchasing or accounting.*

Have the group complete the SAMPLE EMPLOYEE EVALUATION FORM, located in their workbook, for both employees and report your findings to the class.