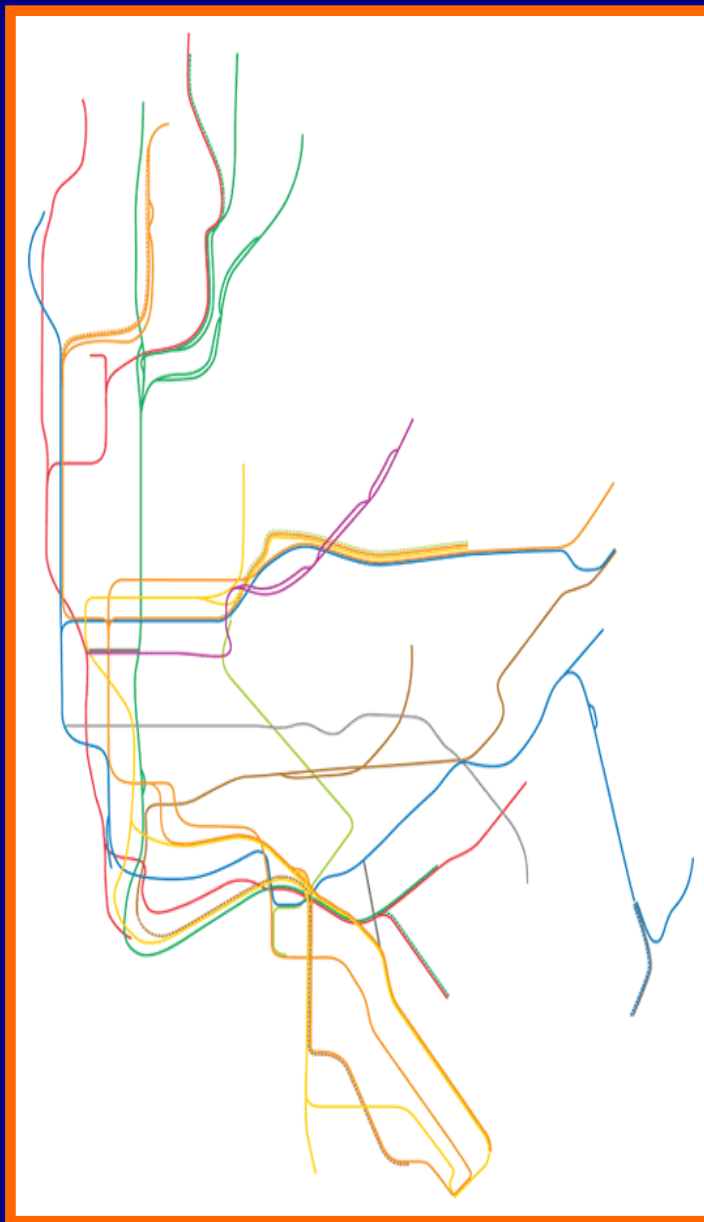


A Provider's Guide

Summer Youth Employment Program

Pathways to
Success:

Where
will
your
summer
take
you?



Department of
Youth & Community
Development

A Provider's Guide

Summer Youth Employment Program

Table of Content

● Lesson One: Work Readiness

- **Communication & Conflict:** Teaching the tools necessary to properly interact/handle conflict in the work environment; overview of appropriate work etiquette (manners, attire, attitude)
- **Interview Skills:** Grooming students to attend professional interviews; what questions to ask/expect; body language
- **Career Portfolio:** Developing resume, cover letter, list of references; well cultivated SYEP reflection/writing sample

● Lesson Two: Financial Literacy

- **Budget Basics:** Directing students to study how their income is spent; comparing income generated vs. income spent; learning to save
- **Self-Sufficiency:** Preparation to become a financially independent adult; understanding concepts of “cost of living” and “living above one’s means”; learning the “true cost” of rent, child care, entertainment in New York City
- **Investing:** Students will begin exploring financial institutions: how a bank account works; other ways of saving for college/career

● Lesson Three: Career Exploration

- **Self Assessment:** Process of uncovering personal strengths and professional interests; especially useful for students who are uncertain about what career areas they would like to pursue
- **My Education Plan:** Using self-assessment as a guide, students will decide upon possible career options that match their strengths/interests; will be asked to outline their education plan for gaining success in their potential industries (ie. what kind of classes they should take, necessary internships, certifications)
- **Career Roadmap:** After selecting a primary career of interest; students will write a step-by-step “map” that will direct them along the path to achieving their goals; map will begin with what they must accomplish at SYEP, in high school, and in post-secondary schooling to succeed

A Provider's Guide

Summer Youth Employment Program

● Lesson Four: Higher Learning

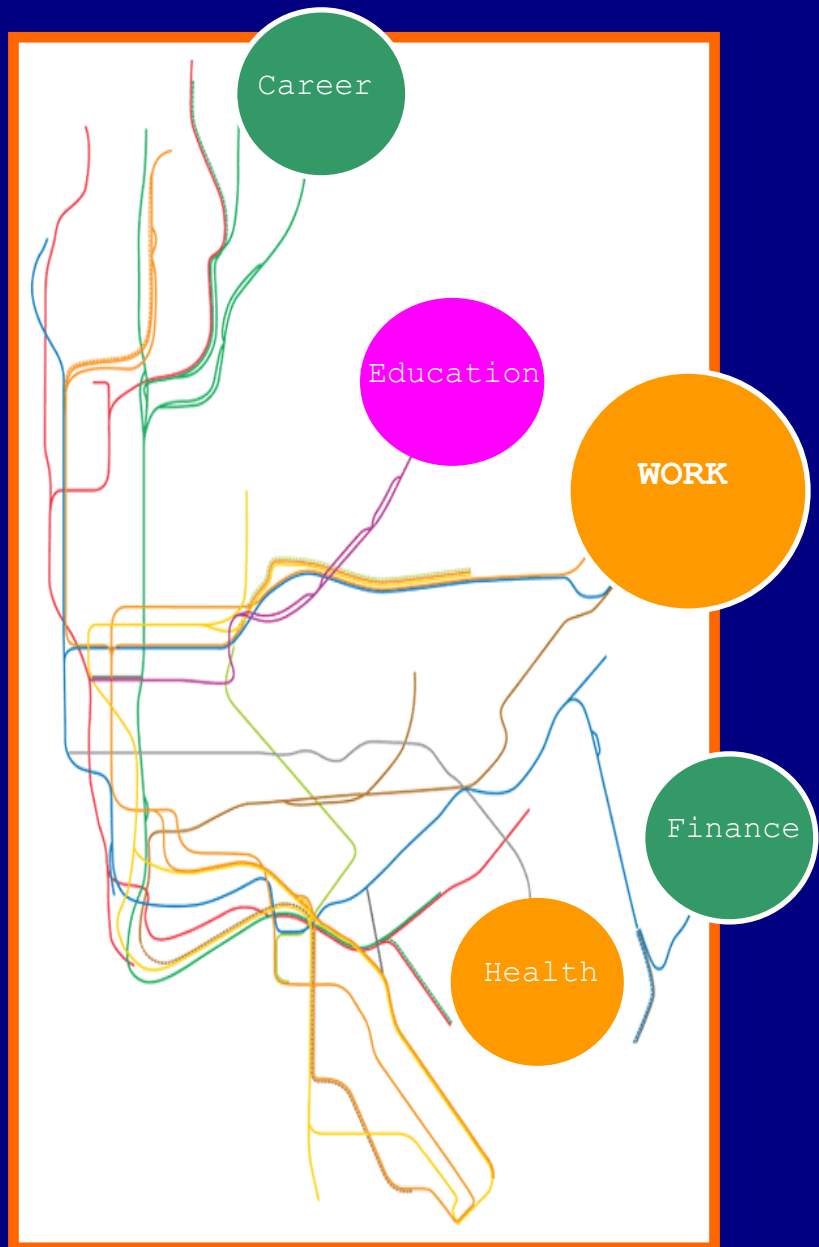
- **College Choice and Survival:** Determining the type of school best suited to the students' career aspirations (Technical school, 2 year college, 4 year college); transitioning from high school to college, college survival tips
- **Application Process:** Informing students what materials are required in applying for admission to schools; the necessity of meeting deadlines; importance of transcripts; writing a personal statement; taking the SAT/ACT
- **Financial Aid:** Addressing the issue of financial need; methods for investigating scholarships/grants; filing the FAFSA; application fee waivers

● Lesson Five: Health Education

- **Sexual Health:** Learning about risk behaviors; sexually transmitted diseases; contraception; prevalence/statistics for teen pregnancy or STDs in New York City communities
- **Physical Health:** Discussing growing prevalence of obesity/asthma/diabetes among youth; nutrition; exercise; differentiating drug/substance use vs. abuse
- **Mental Health:** Risk & Resilience: discussion of "stress" and other personal/environmental risk factors that make life difficult/challenging; addressing positive ways to combat negative feelings (depression, growing prevalence of adolescent suicidality/self-harming behaviors)

Pathways to
Success:

Where
will
your
summer
take
you?



NYC[™]

Department of
Youth & Community
Development

Summer Youth Employment Program

LESSON ONE: A NEW WORLD

WORK READINESS

“Welcome to the Real World”

The transition from graduation to the working world is often a stressful one. Students are struggling to complete their final academic requirements while preparing to job-hunt, interview, and assume the responsibilities of a new employee. Who's ready for the challenge?

The following lesson on **Work Readiness** will help the youth you serve to:

1. Write a professional resume
2. Prepare for a job interview
3. Learn about workplace etiquette and attire
4. Improve communication skills

Summer Youth Employment Program

A LITTLE PLANNING...

RESOURCES

It is essential that staff possess the knowledge to answer questions **OR** direct youth to additional resources. The following websites provide excellent information on Résumé Writing and Job Interviewing:

- Articles & Advice on Cover Letters and Résumés (from Careerbuilder.com)
<http://msn.careerbuilder.com/Custom/MSN/CareerAdvice>
- Interview Tips for College and High School Students
<http://www.groovejob.com/resources/interview/tips/>

MATERIALS

When preparing to teach this lesson, you will need the following materials:

1. A blackboard or whiteboard
2. Chalk or Markers
3. Copies of the following handouts:

Hints for Résumé Writing	Sample Résumé	The Big Day	Email Etiquette
Résumé Writing Process	Judging by the Cover	The Unwritten Rules	Learning by Example
Freeze Frame	Sample Cover Letter	Workplace Manners	Attire Essentials
Résumé Rewind	Two Minute Pitch	Introductions & Greetings	Respect Spectrum
Feeling Stuck	Wow them with Words	Telephone Manners	Conflict Resolution

NOTES ON THIS LESSON

- ★ **These activities work best with adolescents 17 – 24.**

Because SYEP participants span a large age range (from 14 -21), some of the activities in this lesson may be **especially important for older students**, who are graduating from high school OR college and are actively preparing to enter the job market. Additionally, the activities above typed in blue are geared towards participants that fit the 14-17 age range as well. It's extremely important that the younger participants understand the true meaning of workplace etiquette

Summer Youth Employment Program

QUICK OVERVIEW: RÉSUMÉ WRITING PROCESS

- Begin the class by asking participants: “**What is the purpose of a résumé?**”
- As participants give definitions, list the answers on the board.
- When students have finished offering suggestions, share the following with them:

A résumé is... a document that employers use to help select applicants for a job interview. A good résumé provides a summary of the following:

 1. Work experience
 2. Educational background
 3. Special skills (language speaking abilities, computer knowledge)
 4. Achievements or awards
- Pass out **Helpful Hints for Résumé Writing** handout and walk the students through each step.
- Explain the four-step **Résumé Writing Process** indicating what information belongs in each section and answering any questions along the way.
- Pass out **Freeze Frame** handout. Ask students to share some of their proudest achievements aloud. These same achievements should be incorporated into the students' current résumés.
- Ask students to complete **Résumé Rewind** with a partner or in a group. This activity will give students the opportunity to critique one another and practice identifying the characteristics of a good résumé.
- Pass out **Feeling Stuck** and the **Sample Résumé** handouts. These worksheets serve as guides to help students when they work on their résumés independently.

Summer Youth Employment Program

- Pass out **Judging by the Cover** handout and explain each section of the cover letter to students. Be certain to distribute the **Sample Cover Letter** so students can model their own letters after it.
- ★ By the end of this section, participants should have a better understanding of how to **write and format a professional résumé.**

Summer Youth Employment Program

HELPFUL HINTS FOR RÉSUMÉ WRITING

- 1 A résumé must be typed and printed on white [or cream] résumé paper size ("8 ½ x 11").
- 2 Résumés can vary in length. While you shouldn't shortchange your experience with a one page résumé, try not to go overboard either. A length of 1-2 pages is great. This length gives you room to list your skills, but is still short enough to keep the readers' attention.
- 3 Be sure that all of your information is correct, especially dates of employment and education.
- 4 List your contact information. Always include a phone number and e-mail account that you check frequently. If you only answer calls or check messages on your cell phone, then list that number (NOT your home phone) as your primary contact. Believe it or not, no matter how qualified you are, a potential employer will lose interest if they cannot reach you after several attempts.
- 5 Proofread your résumé or have another person review the final draft.
- 6 Use "action" words to describe your work duties.
- 7 Try to avoid over-using the pronoun "I".
- 8 Do not use fancy graphics or fonts on your résumé. Remember, employers are more interested in your skills and what you can do for their organization.

Summer Youth Employment Program

THE RÉSUMÉ WRITING PROCESS

THE BASICS:

Writing a résumé is easier than you think! Just follow the step-by-step process below to create a good, solid résumé.

STEP 1: Contact Information

This section of your résumé provides your potential employer with the information needed to contact you if they would like to schedule an interview. It should include the following:

1. Full name
2. Mailing Address (Street, City, Apartment number, state, zip code)
3. Home phone **OR** Cell phone (record a professional outgoing message)
4. Email address (use a professional email NOT sexythang@yahoo.com)

SAMPLE:

Kenny Davis 1. Name
11 East 125th Street Apt. 2
New York, New York 10035
(347) 948-2029 3. Phone
KDavis@yahoo.com 4. Email

Summer Youth Employment Program

THE RÉSUMÉ WRITING PROCESS

STEP 2: Education

This section of your résumé describes your academic career and provides some information about your major or course of study.

1. What high school or college are you attending?
2. When do you expect to graduate?
3. What is your GPA? (college students should also list their major)

SAMPLE:

EDUCATION:
09/04-present

3. GPA

Brooklyn Technical High School, Brooklyn, NY
Major: Biological Research
Overall GPA: 94
Expected Graduation Date: June 2008

1. School

2. Graduation

Summer Youth Employment Program

THE RÉSUMÉ WRITING PROCESS

STEP 3: Experience

In this section, you will outline your job and volunteer experiences and describe your work in each one.

1. What is your current or most recent job/volunteer experience? Be certain to list the company name, not your supervisor.
2. Where was the company located? List the city and state only.
3. When did you work there? Give a date range (state the month and the year)
4. What was your job or volunteer title?
5. What were your duties (list 2-5 duties)?

Repeat Step 3 for all other jobs or volunteer experiences you have had. Start with the most recent and work your way back.

SAMPLE:

The diagram illustrates two sample resume entries with labels for their components:

- Entry 1:**
 - 3. Date:** 7/06- 8/06
 - 1. Company:** Rosenberg CPA Accounting Firm
 - 2. Location:** New York, NY
 - Job Title:** Assistant
 - Duties:**
 - Office support
 - Data collection, data entry
 - Bookkeeping
 - Research
 - Client Relations
- Entry 2:**
 - 4. Job Title:** NYANA (Association for New Americans) Intern
 - 2. Location:** New York, NY
 - 5. Duties:**
 - Answer and return phone calls
 - Data collection, data entry
 - Organize and schedule meetings

Summer Youth Employment Program

THE RÉSUMÉ WRITING PROCESS

STEP 4: Skills and Achievements

In this section, you will list your skills and achievements. These two important areas describe the specific talents and abilities you could contribute to a new workplace.

What are **Skills**?

- Skills are the things that you do well
- They can be learned or natural talents (for example: speaking another language or using a specific computer program)

What are **Achievements**?

- Achievements are accomplishments, goals, or milestones
- They can be categorized as personal, educational, or work-related (for example: getting a promotion or graduating from college).

SAMPLE:

SKILLS AND AWARDS:

- Microsoft Word and Excel
- Fluent in Spanish
- Arista Scholar

Summer Youth Employment Program

FREEZE FRAME: 5 MINUTE EXERCISE

Take about 5 minutes to reflect on your past or present jobs, education, training, and life experience. Now, try to list some of the skills and achievements you gained from these experiences. **You should add these accomplishments to your résumé!**

ASK YOURSELF...

- What **skill(s)** did I learn at my last job?
- What community activities or groups am I involved in? What is my position? What are my responsibilities?
- Have I received any awards or certificates?
- What **accomplishment** makes me most proud? What **skills** did I use or learn to achieve this accomplishment?

- 1
.....
- 2
.....
- 3
.....
- 4
.....
- 5
.....
- 6
.....
- 7
.....
- 8
.....

Summer Youth Employment Program

RÉSUMÉ REWIND

Now that you've learned the step-by-step process for creating a résumé, it's time to do some revisions!

Select a partner and trade résumés. Using the **résumé critique sheet** below, decide what changes will improve your partner's résumé and help him/her get the attention of a future employer.

Résumé Critique Sheet

Areas for Review	Excellent	Good	Average	Needs Improvement
Résumé Format - Does it say "READ ME"?				
Appearance. Interesting layout? Appealing to an employer?				
Length. Are key points brief?				
Significance. Did you choose your most relevant experiences?				
Communication. Do your words give the "visual" impression you want?				
Conciseness. Does your information focus on the experiences that qualify you for the position?				
Completeness. Did you include relevant information? Have you made a connection between the job desired and your experience?				
Reality. Does the résumé represent you well enough to get an interview?				
Skills & Achievements. Does your résumé reflect these areas accurately?				

Summer Youth Employment Program

RÉSUMÉ REWIND

It's time to take action! As you begin revising your résumé, use **ACTION** verbs to describe your work experience. These verbs provide a more concise and accurate description of your abilities -- helping employers to pinpoint your real skills and talents.

CLERICAL

Approved
Arranged
Catalogued
Classified
Collected
Compiled
Dispatched
Executed
Generated
Implemented
Inspected
Monitored
Operated
Organized
Prepared
Processed
Purchased
Recorded
Retrieved
Screened
Specified
Systematized
Tabulated
Validated

FINANCIAL

Administered
Allocated
Analyzed
Appraised
Audited
Balanced
Budgeted
Calculated
Computed
Developed
Forecast
Managed
Marketed
Planned
Projected
Researched

MANAGEMENT

Administered
Analyzed
Assigned
Attained
Chaired
Contracted
Consolidated
Coordinated
Delegated
Developed
Directed
Evaluated
Executed
Improved
Increased
Organized
Oversaw
Planned
Prioritized
Produced
Recommended
Reviewed
Scheduled
Strengthened
Supervised
Trained

COMMUNICATION

Addressed
Arbitrated
Arranged
Authored
Corresponded
Developed
Directed
Drafted
Edited
Formulated
Interpreted
Lectured
Mediated
Moderated
Negotiated
Persuaded
Promoted
Publicized
Reconciled
Recruited
Spoke
Translated
Wrote

RESEARCH

Clarified
Collected
Critiqued
Diagnosed
Evaluated
Examined
Extracted
Identified
Inspected
Interpreted
Interviewed
Investigated
Organized
Reviewed
Summarized
Surveyed
Systematized

CREATIVE

Acted
Conceptualized
Created
Designed
Developed
Directed
Established
Fashioned
Founded
Illustrated
Instituted
Integrated
Introduced
Invented
Originated
Performed
Planned
Revitalized
Shaped

TECHNICAL

Built
Calculated
Computed
Designed
Devised
Engineered
Fabricated
Maintained
Operated
Upgraded
Programmed
Remodeled
Repaired

HELPING

Assessed
Advised
Clarified
Coached
Communicated
Developed
Enabled
Encouraged
Evaluated
Explained
Facilitated
Guided
Informed
Initiated
Instructed
Motivated
Persuaded
Provided
Stimulated

TEACHING

Adapted
Advised
Clarified
Coached
Communicated
Coordinated
Developed
Enabled
Encouraged
Evaluated
Explained
Facilitated
Guided

Summer Youth Employment Program



Ebony Jones
287 East 15th Street Apt. 3R
Brooklyn, New York 11226
(646) 555-1234
e.jones@email.com

EDUCATION:

09/04-present Brooklyn Technical High School Brooklyn, NY
Major: Social Science Research
Overall GPA: 94
Anticipated Graduation Date: June 2008

WORK EXPERIENCE:

07/06-08/06 **JP Morgan Chase** Brooklyn, NY
Intern / Cash Assistant Office Clerk
❖ Assisted in currency proofing process.
❖ Facilitated customer transactions.

07/05-08/05 **Central Brooklyn GEAR UP at Metrotech** Brooklyn, NY
Clerical Assistant
❖ Responsible for filing member files.
❖ Updated organization's member contact lists.

VOLUNTEER:

09/04-06/05 Alexine A. Fenty Elementary School- Champions Club Brooklyn, NY
❖ Guided students to each of their activities.
❖ Conducted student dismissals.

006/04-08/05 Youth Education and Sports Brooklyn, NY
❖ Participated in various community events.
❖ Planned member activities.

SKILLS:

Computer: Proficient in Microsoft Word/Excel/PowerPoint, Internet Research.
Language: Fluent in Spanish.

**HONORS
ACTIVITIES:**

Junior Leadership Club
Brooklyn Technical Concert Orchestra
Freelance Tutor
Find-A-Cure Club

REFERENCES:

Provided upon request.

Summer Youth Employment Program

JUDGING BY THE COVER

When submitting a résumé to a potential employer, you should also write an accompanying cover letter.

So... what exactly is a Cover Letter?

A cover letter is a summary of the reasons why you are the best candidate for a position. A well-written cover letter encourages an employer to read your résumé and possibly schedule a job interview.

As an employer reads a cover letter, he/she usually asks the following questions:

- **Can you do the job?**
Make certain your cover letter shows that you possess the right abilities, skills, knowledge and experience.

- **Will you do the job?**
Demonstrate that you are very interested in the work itself and that you have the attitude/characteristics required to be successful in the position.

- **Will you fit in?**
Show that your values and goals match the company's values and goals. Your language should also indicate that you will fit in with your co-workers and clients.

Summer Youth Employment Program

JUDGING BY THE COVER

Cover Letter Format...

Each section of a cover letter tells your future employer a story about your work experience, skills, and talents. Please review the **four** main sections below.

Your Street Address
City, State, Zip Code

Date

Type your
contact
information
here

Name of Person & Title
Company Name
Company Address
City, State, Zip Code

This is the person to
whom you are
sending your résumé

Dear Mr./Ms.:

Introduction: State the reason for writing the letter. Identify the position for which you are applying. Also, mention the source where you saw the job opening (i.e. newspaper, bulletin board, Dept. of Labor, community center, etc.) as well as the date of the advertisement.

Summary: Explain why you are interested in working for that employer. List your *qualifications* –skills, abilities, educational background, volunteer work, or training you've completed.

Accomplishments: List 3-5 recent work-related achievements that are relevant to the position for which you are applying

Ask for a meeting: Indicate to the employer that you are interested in setting up an interview at their earliest convenience. Briefly mention your interest in the position and let them know that you will be contacting them within 1-2 weeks to schedule a meeting.

Sincerely,

(Sign your name here)

Type Your Name Here

Encl. (indicates that your résumé is attached)

Summer Youth Employment Program



Daniel Ramirez
1234 College Way
Brooklyn, NY 01741
(123)-456 7890

August 12, 2008

Mr. John Smith
National Accounts Inc.
123 Park Avenue
New York, NY 12345

Dear Mr. Smith,

My proven track record of successfully performing complex analyses on various corporations makes me an ideal candidate for the Analyst opportunity that you listed through the Name University Career Services Office.

You specify that you are looking for someone with leadership, quantitative, analytical and communication skills. Last summer, I was given the opportunity to intern at First Real Estate Corporation. I worked within the Real Estate Finance Group, and assisted staff with problems arising from the misinterpretation of leases to miscalculation of rent schedules. As a result, I played an active role within the group and helped them to solve these issues. This process involved using the quantitative and analytical skills that I acquired through actively participating in coursework for my Business-Economics major.

My ability to work well as part of team also related to my success within this group. These attributes, combined with my enthusiasm to learn, were essential to my contributions and success during this internship.

I believe that I can apply the same skills within my internship last summer to a position within your company. I look forward to discussing the position with you in more detail. I will call next week to see if you agree that my qualifications seem to be a match for the position. If so, I hope to schedule an interview at a mutually convenient time. Thank you for your consideration.

Sincerely,

Daniel Ramirez

Encl.
Résumé

Summer Youth Employment Program

QUICK OVERVIEW: JOB INTERVIEWING SKILLS

- Begin the class by asking participants: “**What is the purpose of a job interview?**”
- As participants give definitions, list the answers on the board.
- When students have finished offering suggestions, share the following with them:
 - The purpose of a job interview is to...**
 1. Show your future employer the skills, talents, and abilities you could bring to the company
 2. Find out whether or not **you** would like to work for **them**.
- Pass out the **Two Minute Pitch** handout. Ask students to write and practice their pitches with a partner or in a group.
- Pass out **Wow Them with Words** handout. Walk students through the questions employers might ask and offer suggestions for how questions could be answered.
- Pass out **The Big Day** handout and discuss the reminders and tips listed to ensure success at an interview.

Summer Youth Employment Program

THE JOB INTERVIEW

Now that your résumé has attracted the attention of an employer, you may be invited for an interview. Now, it's your time to shine!

So... What is the Purpose of a Job Interview?

- It's an opportunity to show your future employer the skills, talents, and abilities you could bring to the company.
- It's also your chance to find out whether or not **you** would like to work for **them**.

Research, Research, Research!

- **Never underestimate the importance of doing your homework!** Try to do as much research as possible to ensure that you give a good interview and leave a lasting impression.
- **Search the internet.** Most company websites will provide you with background information, job descriptions, and details about the work environment.
- **Ask a friend!** Don't be shy! Talk with friends who have been employed in the place you would like to work. May sure to ask some honest questions, like:
 1. "What did you like/dislike most about your experience as an employee?"
 2. "What do I need to know to be successful at this job?"

Summer Youth Employment Program

IT'S SHOWTIME!

You've edited your résumé, now it's time to prepare some responses to the questions your potential employer will ask you. Let's begin with the exercise below...

“2-Minute Pitch”

Instructions

The 2-Minute Pitch™ is an effective technique used by job seekers to prepare themselves for the job interview process. This exercise helps individuals answer the most commonly asked interview question-- **“Please tell me about yourself”**.

Take 5 minutes to think about how you would present yourself to an employer at a job interview by writing your 2-Minute Pitch. Then, practice your **pitch** with a partner(s).

My Pitch

Use the space below to write your own pitch.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Summer Youth Employment Program

WOW THEM WITH WORDS!

Even if you are nervous, you can still shine during your interviews! The key is to prepare and practice! The chart below contains a list of questions that potential employers might ask you during an interview. Read each question and practice responding.

Remember, it is also equally important for you to ASK questions. Asking good questions shows that you are genuinely interested in the position and have done your research!

INTERVIEWER MIGHT ASK YOU...	QUESTIONS YOU SHOULD ASK...
1. Please tell me about yourself.	1. What are the responsibilities of the job?
2. What did you accomplish at your last job?	2. How has this job been done before?
3. Tell me about a time that you handled a difficult situation.	3. What is the first problem/issue that you would need to address?
4. How do you think a co-worker would describe you?	4. To whom will I be reporting?
5. What are your short-term/long-term career/educational goals?	5. What is a typical day like?
6. What do you feel are your best skills?	6. What is your experience with the company?
7. What do you think is your most memorable achievement?	7. How would you describe your management style?
8. What do you feel that you can contribute to this organization?	8. How is the department organized?
9. What are some of your favorite subjects in school?	9. How is my work performance evaluated?
10. Why do you want to work for us?	10. What skills do you feel are very important for this position?
11. Describe your ideal work setting.	11. What would you like to say to the person you hired one year from today?
12. What do you know about our organization?	12. What benefits are available?
13. Do you have any questions?	13. What opportunities for advancement are available?

Summer Youth Employment Program

WOW THEM WITH WORDS!

Your interview day has finally arrived! The pointers below will help you remain focused and poised during and after your interview.

Be Prepared...

An appealing job candidate is always eager, positive, and interested. Arriving early and bringing the necessary materials to an interview demonstrates that you are dedicated and capable of accomplishing challenging tasks in the future.

During your interview, please remember to do the following:

- Arrive 10-15 minutes early
- Take extra copies of your résumé with you
- Bring a pen and pad to take notes during the interview
- Get a business card/contact information from your interviewer, so you can thank him/her later
- Maintain eye contact and good posture

Follow Up...

Never underestimate the importance of saying thank you. After an interview, you should **always** send a “thank you” letter or email expressing your appreciation for the opportunity to meet with a company representative. This letter ensures that you will stay fresh in the interviewer’s mind.

Specifically, your “thank you” letter should do the following:

- Thank the interviewer(s) for their time and interest
- Reaffirm your interest in the position
- Emphasize how you can be an asset to the company

Summer Youth Employment Program

QUICK OVERVIEW: ETIQUETTE & ATTIRE

- Review **A Whole New World** and explain how starting a new job gives students the opportunity to reinvent themselves
- Pass out the **The Unwritten Rules** handout and ask for volunteers to read each rule aloud
- Make two columns on the board labeled “**DO**” and “**DON'T**”. Ask students to list some behaviors for each column and write them on the board. Pass out **General Workplace Manners** handout and compare the students' suggestions to the worksheet.
- Select two volunteers and ask them to introduce themselves to one another. After the introduction, pass out **Introductions and Greetings** and review the rules for **Looking Good** and **Sounding Good** (*make certain to stress the importance of a good **handshake***).
- Ask all of the students what the volunteers did well and what they could have done better, then ask participants to practice introducing themselves and shaking hands with other students.
- Pass out **Telephone Manners** handout and discuss the rules of phone etiquette with students.
- Explain the two major rules for internet use (**The Internet**).
- Pass out **Email Etiquette** handout and review the rules for writing appropriate work messages. Next pass out **Learning by Example** handout and ask volunteers to read the sample emails aloud and comment on the differences in writing style. *Make certain to emphasize the importance of using a **professional email address***.
- Pass out **Attire Essentials** handout and review the appropriate clothing for the workplace (includes instructions for tying a necktie).

Summer Youth Employment Program

A WHOLE NEW WORLD

A Whole New World!

You can think of your new workplace as...

- **An opportunity to re-invent yourself!**

Your employer decided to hire you because you made such a wonderful impression during your interview. Since you are new to the office, many of your coworkers will be eager to meet you.

They haven't fully formed any opinions about your character or personality yet, so put your best foot forward. Displaying a good attitude and strong work ethic will show everyone exactly why they hired you!

- **A foreign country with a different language, customs, and resources.**

Imagine that you are planning your dream vacation to a foreign country. What would you do to prepare? Studying the country's language and customs would be a good start. Gathering this information will help you develop a better understanding of the place and its people. You can approach your new workplace in the same way! Learning the necessary business etiquette for working and communicating with your colleagues will help you fit in at the workplace and enjoy this exciting opportunity.

Summer Youth Employment Program

THE UNWRITTEN RULES

The Power of Observation!

Sometimes the most important office rules are unspoken...

However, observing and paying attention to your surroundings will help you learn the skills needed to thrive in the workplace. During your first week of employment, try to do the following:

The Unwritten Rules

Even if no one explicitly states these rules, every new employee is expected to know and understand the **SEVEN OFFICE COMMANDMENTS**:

1. **Whether right or wrong, the boss ALWAYS has the last word.**

2. **Know the difference between ASKING and TELLING.**

Do not schedule activities and then **TELL** your boss that you will be absent. If you would like to take time off, **ASK** your boss for permission first before making any plans.

3. **Keep your boss informed.**

If you are running late or need to call in sick, you are obligated to inform your boss.

4. **Never go over the boss' head without telling him/her first.**

Before you ask questions or share comments and ideas with other staff members, consult your boss first.

5. **Make your boss look good.**

Doing excellent work not only makes you look good, but it makes your boss proud. Should you decide to ask for a reference or letter of recommendation in the future, your boss will be more than happy to assist you.

6. **Be flexible.**

When working as part of team, you may have to change your ideas, plans, or even your schedule to get the job done.

7. **Give credit where credit is due.**

Although it's tempting to steal the spotlight, you must acknowledge the coworkers who contribute to your success. If you fail to do so, they might hesitate to help you again.

Summer Youth Employment Program

WORKPLACE MANNERS

Your ability to maintain polite conversation and display good manners in the workplace will immediately earn the respect and recognition of your colleagues.

Use the tips below to **LEARN** and **AVOID** some common office behaviors.

DO

DON'T

Come to work on time.	Participate in office gossip.
Smile and greet coworkers in passing.	Curse, swear, or use slang in the office.
Say please and thank you.	Discuss sensitive subjects such as: religion, politics, finances, or personal problems with coworkers.
Dress appropriately for the office.	Take office supplies.
Use good hygiene practices.	Invade others' personal space (entering an office without invitation, interrupting busy colleagues to chat).
Ask for help when you need it.	
Complete your work as accurately & neatly as possible.	
Be a team player by sharing credit & recognition.	
Stay positive and offer constructive commentary (avoid complaining or whining).	
Keep absences to a minimum and call in when you are sick.	
Use office equipment for work-related tasks ONLY.	

Summer Youth Employment Program

INTRODUCTIONS AND GREETINGS

Your first day of work will be filled with introductions as you meet all of your new coworkers. This may seem a little overwhelming at first, but using the tips below can help you feel more comfortable in your new social setting.

Sound Good...

Even if you are shy, you can learn to make good, quick introductions when meeting a new co-worker by remembering the following:

- **Titles Rule.** You should ALWAYS refer to your colleagues by their proper titles (Mr., Ms., Mrs.) when you first meet. Never call anyone by their first name until you are invited to do so.
- **Meet and Greet.** There are a number of ways to introduce yourself to new coworkers. Below, you'll find the steps for offering a standard introduction:

1. **It's always nice to begin with a salutation**, like: Good morning, Good afternoon, or Good evening.
2. **Offer your full name.** Although you might prefer a nickname, it is best to use your full name during formal or professional introductions.
3. **Express your happiness.** You want your coworkers to know that you are genuinely glad to be there. You can do so by saying phrases like "It's a pleasure to meet you" or "I look forward to working with you in the future".

Look Good...

Remember, what you do is as important as what you say. Your body language speaks volumes, so keep the following in mind when you meet a new colleague:

- **Lend a hand.** When shaking hands, your grip should be firm, but not crushing. Offering a good handshake can help you appear confident and genuinely excited about meeting someone new. However, a limp handshake can have the opposite effect. Colleagues might misinterpret it as a sign of arrogance or disinterest.
- **Stand and deliver.** Never remain seated when you are being introduced to someone who is standing beside you. If someone is taking the time to meet you, you should make an effort too.

Summer Youth Employment Program

- **The Eyes have it.** When speaking with a co-worker, make sure to look him/her directly in the eye. This gesture conveys trust, respect, and confidence.
- **Straight as an arrow.** No slouching allowed! Whether you know it or not, slouching with your arms folded can indicate boredom or disrespect. Stand up straight with your arms at your side. Or if you prefer, you can fold your hands and place them in front of you (but NEVER in your pockets).

SAMPLE INTRODUCTION:

YOUR BOSS: Hello Heather. I'd like you to meet our new intern. Keisha, this is Heather Williams, our corporate accounts manager.

YOU: Good morning, Ms. Williams. I'm Keisha. It's a pleasure to meet you.

HEATHER: Hello Keisha. It's nice to meet you as well. Welcome to the company. I hope you enjoy your summer here.

YOU: Thank you very much. I'm excited to be here!

HEATHER: Great! We're happy to have you. I have to get going. It was nice meeting you, Keisha.

YOU: It was nice meeting you too, Ms. Williams. I look forward to speaking with you again.

Summer Youth Employment Program

TELEPHONE MANNERS



A NOTE ON CELL PHONE USE:

1. **Silence is golden!** Please silence your cell phones or set them to vibrate. It is unprofessional to disrupt conversations or meetings with a ringing phone.
2. **Out of sight, out of mind.** Cell phones should be kept in your pocket or purse during the day, so you can focus on tasks without distraction. This will also limit the temptation to use your phone at inappropriate times.
3. **No talking or texting on company time!** If you **must** make a personal call or send a text message, please wait until your designated lunch or break time. Make a good impression on your supervisor and fellow employees by avoiding these behaviors during regular work hours.

Your employer expects you to use the telephone in a professional manner. In many cases, you might even be required to take and make phone calls on behalf of the company.

Here are the keys to successful and courteous phone interactions:

1. **Learn how to use the phone's features!** Ask for details on how to record an outgoing message and check voicemail.
2. **Use a three-point introduction.** Greet the caller, state the company, and give your name. For example: "Good morning, you've reached Deloitte, this is Rachel".
3. **Speak slowly and clearly.** This will ensure that the caller understands everything you say.
4. **Take notes during the call.** Your messages will be more accurate if you write down the details while you talk.
5. **Monitor the volume of your conversations.** Talking too loudly may disturb or interrupt your coworkers.
6. **Keep voice mail messages brief.** If you have to return a call, leave a message with your name, contact number, and the reason for your call.
7. **Talking with coworkers on the phone.** Sharing professional information is great, but gossip is not. Try to avoid chatting about your office mates while at work. Remember, there is no privacy at the office, so you should keep your conversations strictly business-related.

Summer Youth Employment Program

THE INTERNET

The Internet...

The internet is referred to as the “world wide web” because websites are accessible to everyone, everywhere. This means that nothing on the internet is private and you should use this technology cautiously. Keep in mind that...

1. The Internet is forever.

Many people share their thoughts and opinions on **webpages** or **blogs**. While we value your self-expression, it's important to remember that the information you post online will remain there forever. This means that anyone, including your **boss**, can find information about you. Please monitor the contents of your webpage(s) and avoid posting inappropriate materials or photographs that might affect your reputation.

2. Your work environment is transparent.

Although it seems like no one is paying attention, your supervisor and coworkers do take notice of the websites you visit. This means you should use your computer time wisely. Do **NOT** spend the afternoon surfing *Facebook* or *MySpace*. If you are bored or have finished your work, ask for another project or try researching the company's website instead. Your internship experience will be far more rewarding and exciting if you try to stay busy.

Summer Youth Employment Program

EMAIL ETIQUETTE

- **Keep your messages clear and concise.** Many of your coworkers receive so many emails on a daily basis that they might not have time to read long messages. Try to keep your emails brief, but polite.
- **Always check for misspelled words and punctuation errors.** Even if you're in a hurry, take a moment to proofread your emails. Well-written communication will impress your supervisors and coworkers.
- **Write it out!** When writing to your colleagues NEVER use abbreviations or "text language" such as LOL or BRB. Always use full sentences and write **everything** out.
- **Use friendly and clear salutations.** It is polite to begin your emails with greetings like "Dear Ms. Williams" or "Good Morning/Afternoon/Evening, Ms. Williams" when writing emails to your colleagues.
- **Obtain your boss's approval before forwarding messages to other employees.** Your boss should have the opportunity to view any and all of your work before you share it with other employees.
- **Control your emotions.** You should delay responding to emails when you are upset. Give yourself some time to calm down and think before you reply to your colleagues.
- **Avoid using company computers to write personal messages.** Personal emails written in the office are not completely private, so avoid writing or sending anything you wouldn't want published or shared with your office.

Summer Youth Employment Program

LEARNING BY EXAMPLE

Below, you'll find two emails written by a student in our program last year. As you read, please note the distinct differences in writing style.

The email below is appropriate for communicating with supervisors or staff members in the workplace.

This email uses:

1. **A standard business greeting**
2. **Proper grammar and sentence structure**
3. **Is sent using a professional email address**



YES!!!

From: Paul Jackson [mailto:P_Jackson91@email.com]
Sent: Wednesday, August 29, 2007 8:41 PM
To: Wilson, Roy
Subject: Keeping in Touch

Dear Mr. Wilson,

This is an attempt to keep in touch. You spoke so much about networking during all of the workshops, that I've been influenced and convinced that I should do it.

I just want to let you know that I appreciate everything that you have done for the SYEP participants and the program itself. I'm glad you defended the male population and helped with the initiation of the program. I'm not sure what I would have done this summer that could have affected me the way SYEP did.

I am currently looking for part-time employment in addition to signing up for scholarships and researching my college options. Since the termination of SYEP, I have been incredibly excited about the first day of school. I need to feel productive.

Well, this has been my attempt at keeping in touch and maintaining my network. Please feel free to reply or email me at any time, especially when opportunities roll around.

Thanks,
Paul

Paul Jackson
Email: P_Jackson91@email.com
Cell: 646.555.1234

A Provider's Guide

Summer Youth Employment Program

The email below is written in an informal style. While this might be acceptable for communicating with friends, you should **NEVER** use this style in the workplace.

This email uses:

1. **Incorrect spelling**
2. **Text abbreviations**
3. **Slang**
4. **Is sent from an unprofessional email address**



From: Paul Jackson [mailto:PimpdaddyP91@email.com]
Sent: Wednesday, August 29, 2007 8:41 PM
To: BoysREACH
Subject: Keeping in Touch

dis is Paul, da short lil black kid, I just took all yall emails from da email chris sent, if yall wonderin how i got it. Well dis is an attempt to get my network "open"lol. Just writing to see whats good with everyone and wat yall been up to since da program ended. Iight, well i guess dats all, good luck n skool. o yea, shout outs to da CLASS OF '08.....lol

Paul Jackson
Email: PimpdaddyP91@email.com
Cell: 646.347.9823

**N
O
T
E**

Sometimes people select email addresses that express their individuality or sense of humor; however these addresses are often inappropriate and unprofessional for use in the workplace.

When creating an email address for professional use (resume, interviews), keep it simple! Try using just your first and last name or initials. Below, you'll find some examples of emails for professional use:

Elizabeth.Ramirez@email.com

JamesWoo94@email.com

CJ_Mason@email.com

L.Wang@email.com

The following are some examples of emails that should **NEVER** be used in a professional environment:

nukeforsale@email.com

sexygrownandthick@email.com

psychokiller1121@email.com

HotBabyPhat@email.com

To create a new, professional email account, please visit:
www.yahoo.com; www.hotmail.com; www.aol.com; or www.gmail.com.

Summer Youth Employment Program

ATTIRE ESSENTIALS FOR WOMEN

What's in your closet?

The professional clothing options below are perfect for every day in the office or a job interview. Over time, you should try to collect these essential pieces.

- Jacket/ Blazer
- Shirt: white collared shirt
- Cardigan Sweater
- No excessive jewelry
- Pants: black, grey, khaki
- Skirt: black or grey Skirt
- Flats, or Pumps: no more than 2.5 inches high
- No visible tattoos or body piercing



Summer Youth Employment Program

ATTIRE ESSENTIALS FOR MEN

What's in your closet?

The professional clothing options below are perfect for every day in the office or a job interview. Over time, you should try to collect these essential pieces.

- Blazer/ Sport coat: black, navy, blue, grey
- Shirts: solid colors, stripes
- Polo shirt (tucked in for casual events)
- No visible tattoos or body piercing
- Dress slacks: Black, Grey, Khaki
- Shoes: Black or brown (no sneakers)
- No hats, excessive jewelry

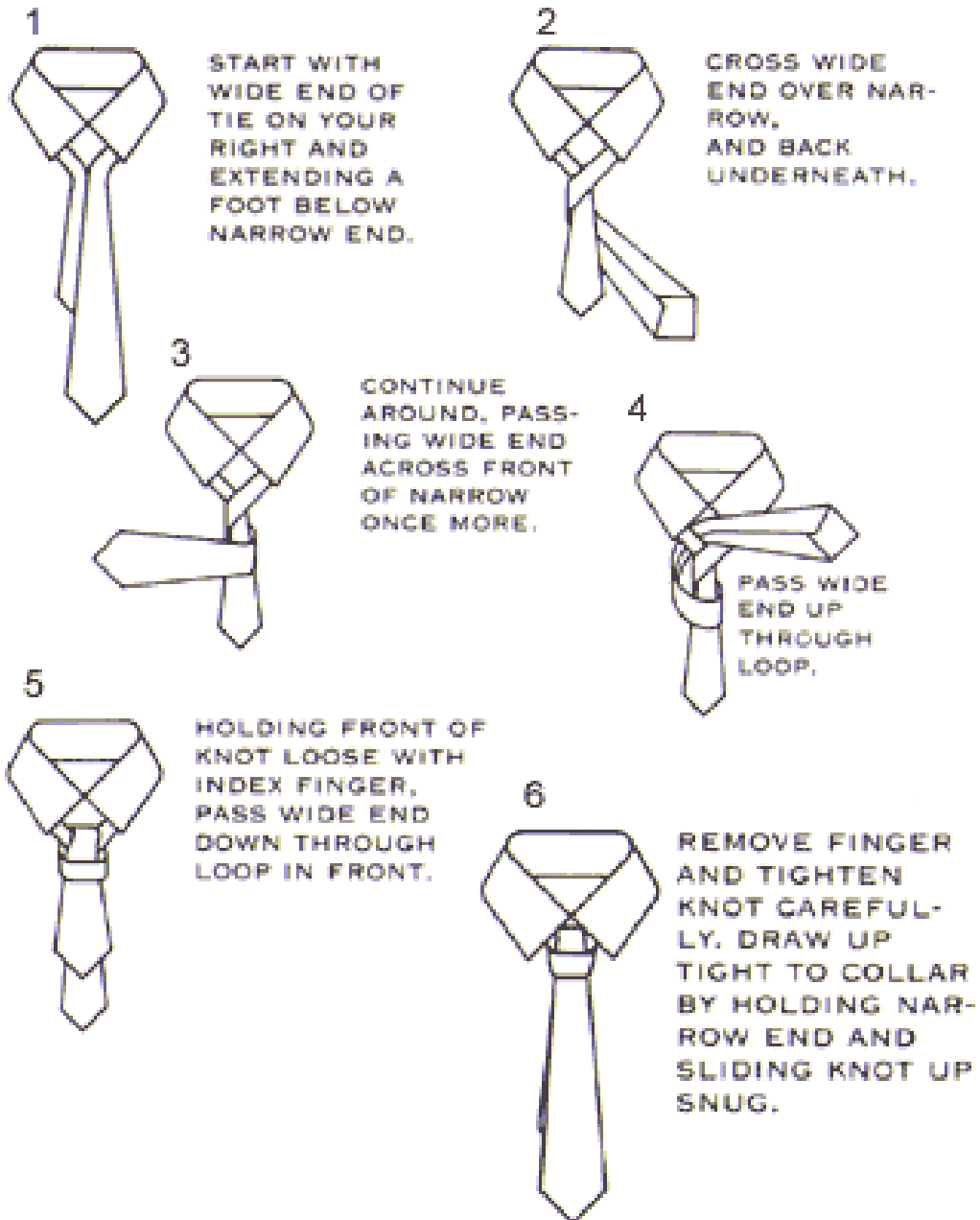


Summer Youth Employment Program

ATTIRE ESSENTIALS FOR MEN

CAN YOU TIE A NECKTIE?

To learn how, review the directions below and try practicing at home!



Summer Youth Employment Program

OVERVIEW: COMMUNICATION SKILLS

- Pass out **The Respect Spectrum** handout. Ask each student to take a moment to select the communication style that most closely matches his/hers (students can only pick **ONE**).
- Explain the concept of **passive**, **aggressive**, and **assertive** to the students. Give everyone a moment to “**star**” their present location on the Respect Spectrum diagram.
- Ask for volunteers to describe the advantages and disadvantages of their particular communication style
- Ask students to list some reasons why people fight and write them on the board. Pass out **Resolving Conflict** handout and walk students through the top five reasons for workplace conflict. Explain the three ways these conflicts can be resolved. Ask students which approach they would use to resolve conflict and why.

Summer Youth Employment Program

THE RESPECT SPECTRUM

WHAT'S YOUR COMMUNICATION STYLE?

PASSIVE

- Has hard time sharing thoughts, feelings, opinions
- Others take advantage of weaknesses

- Avoids eye contact
- Soft spoken
- Shy
- Lets others make decisions

AGGRESSIVE

- Must get their way
- May seem rude or insulting
- Gets into arguments (verbal or physical)

- Sometimes invades others' personal space
- Talks loudly
- Interrupts a lot
- Makes decisions for others

ASSERTIVE

- Express themselves in a direct, honest, and respectful manner.
- Conscious of others' feelings and boundaries

- Direct eye contact
- Calm & clear voice
- Patient & considerate
- Makes own decisions

Summer Youth Employment Program

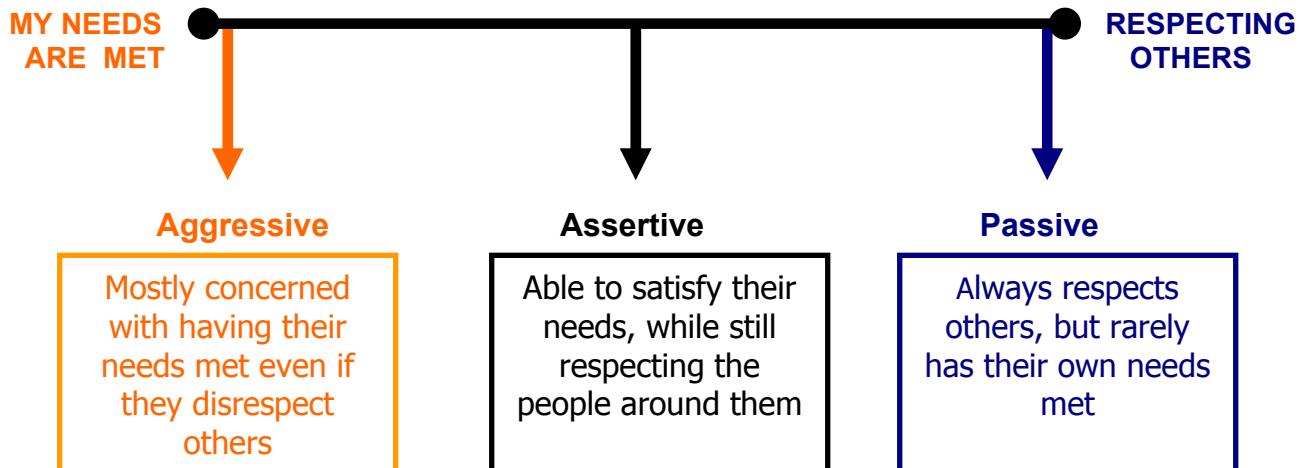
THE RESPECT SPECTRUM

Where Do I Fit?

Try thinking of behavior as a spectrum where the ultimate goal is to get what **you want** while still **respecting others**. So, how do you usually get what you want?

Are you...
Passive? Aggressive? Assertive?

Draw a star on the diagram below to indicate where you belong on the Respect Spectrum.



Summer Youth Employment Program

CONFLICT RESOLUTION

What is Conflict?

A disagreement that occurs between people when someone:

- Perceives a threat to his/her needs or concerns
- Thinks that someone else is interfering with his/her goals

Why Do We Fight?

1. Miscommunication:

People become upset when they are misinformed or lack the information they need to understand a situation.

2. Unclear roles:

Teamwork requires clear assignments. When employees are uncertain of **what** should be done AND **who** should do it, conflicts can occur.

3. Stressful conditions:

Struggling to meet deadlines and working long hours can lead even the most agreeable staff members to become impatient or irritable.

4. A History of conflict:

New problems are likely to arise among individuals, who already have a history of previous, unresolved issues.

5. Personal differences:

People with traditionally opposite personalities, lifestyles, or beliefs may have difficulty working well together.

Summer Youth Employment Program

CONFLICT RESOLUTION

So, How Do YOU Solve Problems?

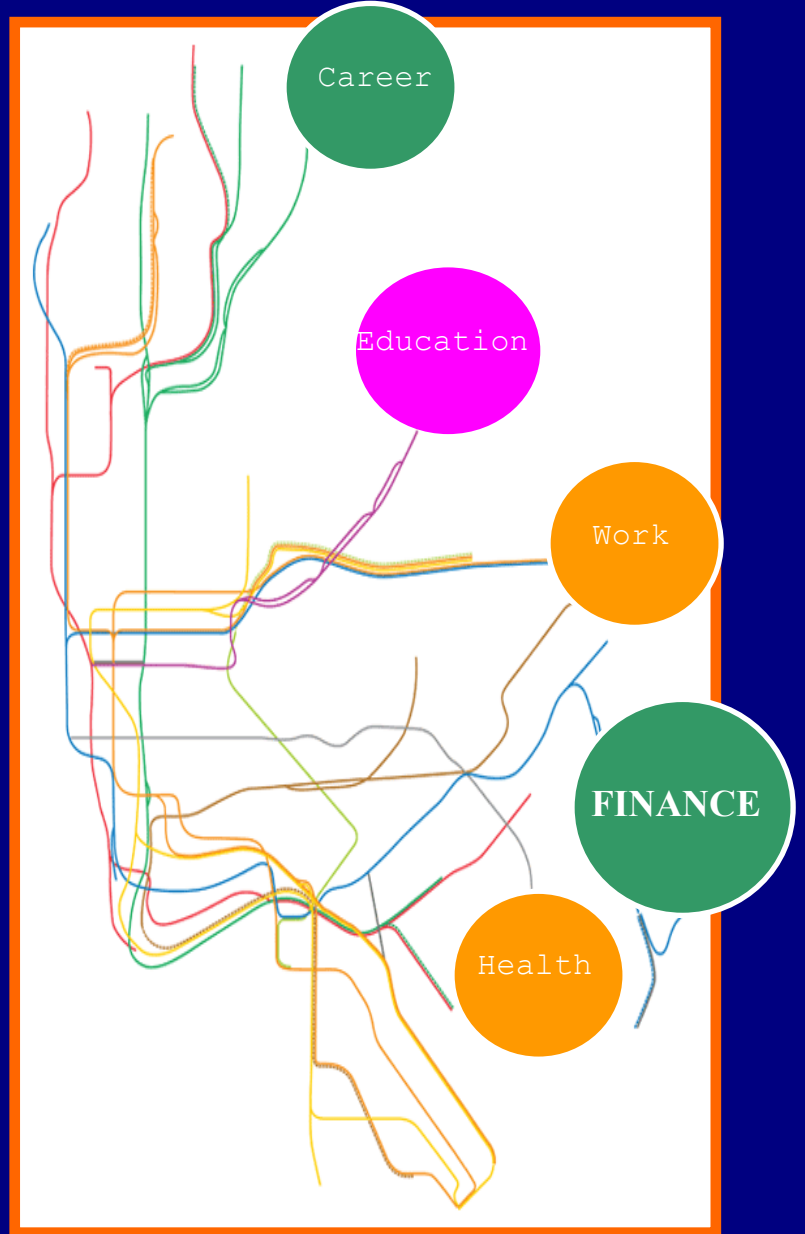
- ① **Passively** – Hoping the problem will just disappear if you ignore it or pretend it never happened.
- ② **Aggressively** – Verbally or physically approaching the individual with whom you are having the problem.
- ③ **Assertively** – Collaborating to come up with a strategy that will solve the problem.

Positive Methods of Conflict Resolution:

- ① **Accommodating** – To maintain the peace, an individual will sacrifice his/her own desires or wants for the betterment of the group as a whole.
- ② **Compromising** – Requesting that some of your needs be met, while agreeing to give up your additional demands to satisfy others.
- ③ **Collaboration** – With the help of others, you explore the situation, identify the needs, gather resources, and begin working toward a common goal together.

Pathways to
Success:

Where
will
your
summer
take
you?



NYC

Department of
Youth & Community
Development

Summer Youth Employment Program

LESSON TWO: Managing my money

FINANCIAL LITERACY

“Money is one of the most important subjects of your entire life. Some of life's greatest enjoyments and most of life's greatest disappointments stem from your decisions about money. Whether you experience great peace of mind or constant anxiety will depend on getting your finances under control.”

-Robert G Allen

The following lesson on **Financial Literacy** will help the youth you serve to:

1. Complete a Budget
2. Learn about the role of Banks
3. Learn how to use their PayCheck Plus Debit Card

Summer Youth Employment Program

A LITTLE PLANNING...

RESOURCES

It is essential that staff possess the knowledge to answer questions **OR** direct youth to additional resources. The following websites provide excellent information on financial literacy

- Understanding and Controlling your Finances- BYC Publishing
<http://www.bycpub.com/finance>
- CNN Money 101- Ideal budget calculator
http://cgi.money.cnn.com/tools/budget101/budget_101.jsp

MATERIALS

When preparing to teach this lesson, you will need the following materials:

1. A blackboard or whiteboard
2. Chalk or Markers
3. Copies of the following handouts:

Budgeting Tips

Ready to Budget

Five Things I Need and Want

Banking Trivia

Tips for Writing a check

Cody's Check

What to do when you get your PayCheck Debit Card

How to avoid fees when using your Debit Card

How to get cash back using your Debit Card

NOTES ON THIS LESSON

- ★ These activities work best with adolescents 14 – 24.

Summer Youth Employment Program

QUICK OVERVIEW :BUDGETING DO YOU KNOW HOW TO DO IT ?

- Begin the class by asking participants to define the terms:

- ★ **Budget**
- ★ **Income spent**
- ★ **Income generated**
- ★ **Savings**

- As participants give definitions, list the answers on the board
- When students have finished offering suggestions, share the following definitions with them:

A budget is a map of where your money comes from and where it goes. It can be really helpful as it helps you track what happens to all those dollars and dimes.

Income Spent - is a part of a person's income that is spent

Income generated - The amount of money received for labor, or services provided, from the sale of goods or property or from investments.

Saving is a part of a person's income that is not spent or money set aside for a rainy day.

- After the definitions are read aloud please engage in discussion
- Pass Out "**Budget Tips**" *Handout* and walk participants through each step. As you go through the tips it's important to engage the participants in a discussion.
- Pass Out "**Ready to Budget**" *Handout* and have each participant complete it. After they have completed the exercise, place the students in groups (if possible) and have them discuss their budget with each other.

Summer Youth Employment Program

BUDGETING TIPS

★ *Establishing a budget and sticking to it isn't easy, but it's the best way to be in control of your finances and make sure your money is going toward the expenses that matter most to you.* ★

Follow the steps below as you set up your own, personalized budget:

1. **Make a list of your values.** Write down what matters to you and then put your values in order.
2. **Set your goals.**
 - a. Write down your goals.
 - b. Think about what you want to accomplish financially in the next three months, the next year, and the next three years.
3. **Determine your income.**
 - a. Figure out or calculate your available income
4. **Determine your expenses.**
 - a. Where is your money really going?
 - b. "Fixed expenses," such as a rent, auto, or student loan payments, are easy to determine.
 - c. "Flexible expenses," such as food, clothing, and entertainment, vary from month to month.
5. **Create your budget.**
 - a. Think of your budget as a "spending plan," a way to be aware of how much money you have, where it needs to go, and how much, if any, is left over.
 - b. Your budget should meet your "needs" first, then the "wants" that you can afford.
 - c. Your expenses should be less than or equal to your total income.
 - d. If your income is not enough to cover your expenses, adjust your budget (and your spending) by deciding which expenses can be reduced.
6. **Pay yourself first!**
 - a. Saving is a very important part of protecting yourself financially.
 - b. Save as much as you can every month. Even a small amount can make a big difference if you keep it up.
 - c. After you have an emergency fund, your savings can go toward meeting your goals.
7. **Check back periodically.**
 - a. Be sure to review your budget regularly.

Summer Youth Employment Program

READY TO BUDGET

Weekly expenses	
Food (lunch, snacks)	_____
Public transportation (buses, subway)	_____
Car (gas, upkeep, loan payments, insurance)	_____
Entertainment (movies, games, magazines, CDs)	_____
Computer (software, games, DVDs)	_____
Communications (phone, cell phone, Internet service provider)	_____
Gifts	_____
Clothes	_____
Savings	_____
Total weekly expenses	\$ _____
Weekly income	
Allowance	
Earnings	
Gifts	
Other	
Total weekly income	\$ _____
How did you do?	
Total weekly income	_____
Minus total weekly expenses	- _____
The bottom line	\$ _____

What have I learned by tracking my spending?

.....

.....

.....

.....

<http://www.consumer-action.org>

Summer Youth Employment Program

QUICK OVERVIEW: NEEDS VS. WANTS

- Begin the class by asking participants to define the terms:
 - Need
 - Want
- As participants give definitions, list the answers on the board
- When students have finished offering suggestions, share the following definitions with them:
 - ❖ Need- A condition or situation in which something is required.
 - ❖ Want-To desire greatly; wishes for.
- Pass Out **“Five Things I Need and Want” Handout**
- Get the students to think about priorities and stimulate discussions with this simple exercise. Ask them to list five things they need and five things they can live without, with a price tag on each.
- Pass Out **“Are These Needs and Wants?” Handout** Have each participant fill out the handout. Engage students in discussions after they have completed the handout. You can ask participants the following questions:
 - ✓ Why is it important to meet your needs first?
 - ✓ Can we live without things we need?
 - ✓ After figuring out our needs vs. wants, does it make it easier for us to save?

★ By the end of this section, participants should have a better understanding of the importance of budgeting

Summer Youth Employment Program

FIVE THINGS I NEED AND WANT

Concentrate on things that you use or require every day—even if your parents usually pay for them. Suggestions: lunch, bus fare, clothes, shoes, grooming products like shampoo, soap and deodorant

Five things I need	How much does it cost?

In the next spaces, write down things you would love to have but can live without. Suggestions: a new CD or computer game, your favorite snacks or soft drinks, or new designer fashions.

Five things I want	How much does it cost?

What have I learned after completing this exercise?

.....

.....

.....

Summer Youth Employment Program

NEEDS OR WANTS

Is this a need or want?		Why?	Cost	Alternatives
Fast food lunch	want	tastes good	\$4.50	brown bag lunch
Shoes				
Video game				
Computer				
Flat screen TV				
Car insurance				
Prescription eyeglasses				
Nike Air Jordan shoes				
Teen People magazine				
Backpack				

Why is it important to understand the difference between a need and a want?

.....

.....

.....

Summer Youth Employment Program

QUICK OVERVIEW: BANKING

- Begin the class by asking participants what is a bank?
 - ❖ **Bank**
- As participants give definitions, list the answers on the board
- When students have finished offering suggestions, share the following definitions with them:
 - ❖ A Bank brings together the money of savers to make loans to borrowers
- Ask the student what are the reasons to use a bank.
- As participants give responses, list the answers on the board. Once no one else offers an answer read the following reasons aloud.
 - ❖ To save
 - ❖ To borrow money
 - ❖ To keep your money safe
- Ask participants to identify different types of Bank Accounts and Loans. As participants give responses, list the answer on the board. Once no one else offers an answer read the following aloud:

Types of Bank Accounts	Types of Loans
Checking	Student Loan
Savings	Home Mortgage
CDs	Car
	Personal

- Pass Out “**Types of Bank Accounts and Loans**” *Handout* and go through the handout out with the participants.
- Pass Out “**Banking Trivia**” *Handout* and have each participant complete it. Please engage in a group discussion to discuss the answers.

Summer Youth Employment Program

TYPES OF BANK ACCOUNTS AND LOANS

TYPES OF BANK ACCOUNTS

Checking account: An agreement that allows you to write a check for payment from deposits in a financial institution. Some credit unions call a checking account a share draft account.

Savings account: A business agreement in which a credit union or other financial institution agrees to hold and pay interest on money you've deposited. You may withdraw some or all of your money, but not by writing a check.

Certificate of deposit (CD): When you purchase a CD from your credit union (usually some multiple of \$500 or \$1,000), you're lending it that amount for a specific period, for which you'll earn a specific amount of interest. If you want your money back early, you'll usually have to pay a penalty.

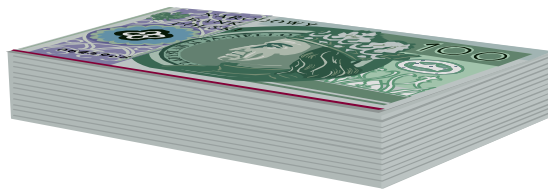
TYPES OF LOANS

Student loan: A means of borrowing money for education after high school at low interest rates and generous repayment terms from federal government programs.

Mortgage: A loan to buy real estate.

Car Loan: A loan to buy a car

Personal Loan: an unsecured loan usually made for the purpose of debt consolidation, vacation or the purchase of durable goods. Also called a signature loan



Summer Youth Employment Program

BANKING TRIVIA

★ *After discussing the banking terms, let's see how well you can answer the following questions without looking at definitions that were given to you!* ★

John will be attending a college in the fall. John's parents can only afford to pay for his education. What type of loans would John be able to get from his bank?

- a. Business Loan
- b. Car Loan
- c. Student Loan

Andre has an account with a bank that allows him to write checks. Please tell me whether Andre has a checking account or savings account with the bank.

Shelly cannot afford to take her kids on vacation. What type of loan can she apply for at her local bank? _____

Kelly has an account with a bank. She cannot use the account to write checks. What type of account does Kelly have? _____

Alan just bought a house. He borrowed the money from the bank. What type of loan does he have? _____

Andre deposited \$500.00 on January 5, 2009 with his bank. He was told that his money could not be withdrawn until June 5th, 2009. On March 9th Andre went to the bank to withdraw the money; however he was told that there would be a penalty for early withdrawal. What type of account does Andre have?

Summer Youth Employment Program

HOW TO SELECT A BANK

- ❖ Pick a bank that has a convenient location. It should be near your workplace, school or your home so that it is easy to visit a branch location. Also check to make sure the bank's hours are convenient for you
- ❖ Amount needed to open account and minimum balance required
- ❖ Visit a local branch and see how you are treated. If you notice frustrated customers or bad service, then reconsider opening an account there. If your friends or family have an account at a particular bank, ask them about their experience.
- ❖ Fees or penalties
- ❖ Number of ATM machines to withdraw money

WHAT DO YOU NEED TO OPEN AN ACCOUNT

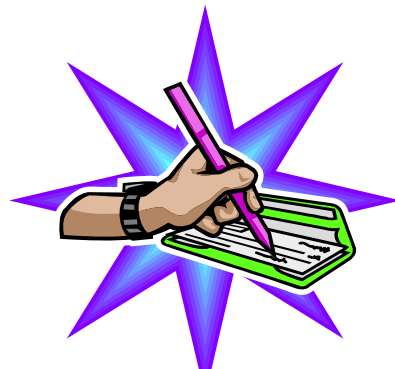
- ★ Picture ID: Student or NYS Driver License or Non-Driver's ID
- ★ Passport or Birth Certificate
- ★ Social Security number
- ★ Proof of address
- ★ Money to Deposit



Summer Youth Employment Program

OVERVIEW: WRITING A CHECK

- Begin the class by asking participants What is a Check?
 - ❖ **Check**
- As participants give definitions, list the answers on the board
- When students have finished offering suggestions, share the following definition with them:
 - ❖ A Check is a document that promises to pay a specific amount of money, taken from funds on deposit, to a specific party on demand.
- Explain to participants that in order to write a check, a checking account is needed.
- Pass Out “**Tips to Remember When Writing a Check**” *Handout*. Discuss each tip with participant.
- Pass Out “**Cody’s Blank Check**” *Handout* and have each participant complete it.



Summer Youth Employment Program

TIPS TO REMEMBER WHEN WRITING A CHECK

We tend to take check writing for granted. We assume everyone knows how to do it. No worries if you don't know how to write a check! If you follow the tips below, writing a check will be quite easy.

Date: The date goes in the upper right hand corner, directly under the check number. You can write the date in any format as long as it's legible. 9/5/2009, 9/5/09, September 5, 2009, Sept. 5, 2009 are all acceptable choices. You can put in the current date or a future date. Putting in a future date is pre dating the check so the payee must wait until the future date to cash the check.

Pay to the order of: The next line starts with "Pay to the order of." This is where you write the name of the person or company you are giving money to. This would be the company's name or the person's full name.

In the box with a \$: In the same line is a box with a dollar sign. This is where you write the dollar amount you need to pay (e.g. \$36.45).

Long line ending with the word "Dollars": On the next line you write the dollar amount in words, along with the change as a fraction plus a horizontal line (e.g. Thirty-six and 45/100 ———). Make sure the entire line is filled in. Fill the additional space with a horizontal line.

Signed: The check needs to be signed in order for it to be valid. Don't forget to sign the check.

Memo: You can write anything in this section (e.g. your account number, a reminder as to why you wrote the check)



Summer Youth Employment Program

CODY'S CHECK

★ The check below belongs to Cody Sampson. Cody is going to buy a CD at a Music Mega store. Follow the directions below to write a check to Music Mega store for \$14.98. ★

1. **Date:** Write the month, day and year: "July 23, 2009"
2. **Pay to the order of:** Write "Music Mega store"
3. **Amount (\$):** Write "\$14.98"
4. **Dollars:** Write "Fourteen and 98/100" (as discussed on previous page) and draw a line to fill the rest of the space. (This line is to prevent crooks from altering the amount.)
5. **For:** Write "CD"
6. **Signature:** Sign the name "Cody Sampson"

CODY SAMPSON
1-4 Beacon Lane
Larchmont, WA 54211

0102

1 DATE _____

PAY TO THE ORDER OF 2 _____ 3 \$ _____

4 _____ DOLLARS

TRUST CREDIT UNION

FOR 5 _____ 6 _____

|| 12428896 || 6545898434 || '3266

Summer Youth Employment Program

OVERVIEW: YOUR PAYCHECK PLUS DEBIT CARD

- Begin the class by asking participants to define the following term:
 - ❖ Debit card

- As participants give definitions, list the answer on the board. Once no one else offers an answer read the following definition aloud:
 - A debit Card is a plastic card that you can use like a credit card. The difference is that a credit card lets you borrow money for a purchase, while a debit card makes payment immediately and electronically from your checking account or savings account; also called "check card" or "cash card."

- Pass Out: **"What to do when you get your PayCheck Plus Debit card"** Handout.

- Explain to participants that they will be paid on a debit card. Additionally, please walk the participants through the steps to activate the card utilizing "What to do when you get your PayCheck Plus Debit Card."

- Pass Out: **"How to Avoid Fees When using your Paycheck Plus Debit Card"** Handout.

- Explain to participants that there are a number of ways they can use their card to access funds without incurring a fee.

- Pass Out: **"Using your PayCheck Plus debit card to get cash Back"** Handout
 - Ask participants to define the term cash back

- As participants give definitions, list the answer on the board. Once no one else offers an answer read the following definitions aloud:
 - When a customer withdraws an amount of cash while making a purchase with a credit card or debit card....

- Explain to participants that by making a purchase, they may request cash back at participating stores.

Please conclude the lesson by encouraging Participants to activate their card and take advantage of the benefits it offers.

Summer Youth Employment Program

What to do when you get your ...

PayCheck PLUS! Debit Card!

STEP #1

Activate It!!!

- Call 1-877-368-0006
- Enter your 16-Digit Card Number
- Enter your 4-Digit Temporary Passcode (provided under card)
- Enter your 8-Digit birth date (January 1st 1990 = 01011990)
- Enter your own 4-Digit PIN
- Enter a NEW 4-Digit Passcode -
THE PASSCODE MUST BE DIFFERENT FROM THE TEMPORARY ONE THAT WAS PROVIDED!!!
- Hang up! You're done. That wasn't so bad!

STEP #2

WAIT UNTIL... 9am of your first pay date before you use it!!!

- Check your balance FOR FREE at 1-877-368-0006 or at www.paychekplus.com
- Your first transaction of every pay period is Fee-Free from the debit card company. Use your first transaction wisely!
- Fee-Free Banks include:
 - CitiBank
 - HSBC
 - TD Bank
- Bank Transfers may be done online at www.paychekplus.com
- Get CASH BACK after store purchases for a fee-free way to access money.

Fee-Free Use of Your Debit Card

The program is designed to be fee-free. There are many ways that you can get all of your pay every pay period without a fee. However, fees may be charged if you elect to use additional features of the debit card or use banks or ATMs outside the fee-free network. See your debit card instructions for a list of fees.

FREE TRANSACTION: Every time you are paid, your FIRST choice of one of the following transaction types will be FEE-FREE:

- ATM transaction
- Post Office Money Order
- ACH transfer to your own bank account using www.paychekplus.com
- Store purchases with or without Cash Back are always FEE-FREE

Store purchases are always FEE-FREE, however, if your first transaction of a pay period is at a retail location (POS), it will count as your fee-free transaction.

Summer Youth Employment Program

HOW TO AVOID FEES WHEN USING YOUR

PayCheck **PLUS!** debit card ...

FREE SERVICES

There are a number of ways you can use your card and access your funds for free, without ever incurring a fee!

You can check your balance FOR FREE by calling 1-877-368-0006, or by logging onto www.paycheckplus.com.

All store purchases are FEE-FREE.

All store purchases using the Cash Back method are FEE-FREE.

Live Customer Support is FEE-FREE by calling 1-877-368-0006.

First Transaction of every Pay Period is FEE-FREE.

CARDHOLDER FEES

Transaction Types	Amount
ATM Withdrawals*	\$1.50
ATM Balance Inquiry*	\$1.00
ATM Decline*	\$1.25
Retail Purchase	FREE
Retail Decline	\$0.50
ACH Transfer*	\$1.50
USPS Money Order*	\$1.50
Replacement Card	\$9.50
Inactivity fee after 180 days	\$2.00 per month
Live Customer Service Rep	FREE
Optional Paper Statement	\$1.50
Cash Advance	\$3.00
Negative Balance Fee	\$4.95

*After first fee-free transaction.

Participants of the NYC Summer Youth Employment Program are paid on a debit card. All funds paid may be withdrawn without fees. It is important to use your card wisely to avoid incurring fees. The first transaction of each pay period is fee-free. Although fees may be charged, they are related to choices you, the cardholder, make. Before completing a transaction, check your balance by calling 1-877-368-0006 or at www.paycheckplus.com. Checking your balance at an ATM or having insufficient funds will generate a fee. Your debit card is valid for three years. The expiration date is located on the front of your card. If there are remaining funds on your debit card after this date, you may call the number on the back of your card to order a new one. If there is no activity on your debit card for over three years, the bank by law will turn your funds over to the state of New York. Please note that even if the funds are turned over to the state, you can still retrieve any unclaimed funds by searching the New York State Comptroller's website at www.osc.state.ny.us.

Summer Youth Employment Program

Using your *PayCheck PLUS!* debit card to ...

Get Cash Back

By making a purchase at a participating store, you may request cash back. There is no limit to how many times you can use this method AND it will ALWAYS be FEE-FREE!!!

PARTICIPATING STORES*

STORE NAME	Maximum Cash Back
A&P	Up to \$200
C-Town Supermarkets	Up to \$50
CVS	Up to \$35
D'Agostino	Up to \$50
Food Emporium	Up to \$100
Foodtown	Up to \$20
Gristede's	Up to \$20
Key Foods	Up to \$50
Kmart	Up to \$50
Met Foods	Up to \$20
Office Depot	Up to \$50
Pathmark	Up to \$100
Rite Aid	Up to \$100
Shop Rite	Up to \$100
Staples	Up to \$40
Stop & Shop	Up to \$200
Target	Up to \$40
Waldbaums	Up to \$200
Wal-Mart	Up to \$100
Walgreens	Up to \$40

There are many other stores that offer the Cash Back feature. Ask the cashier for details!

* Amounts listed offered at most store locations.

INSTRUCTIONS

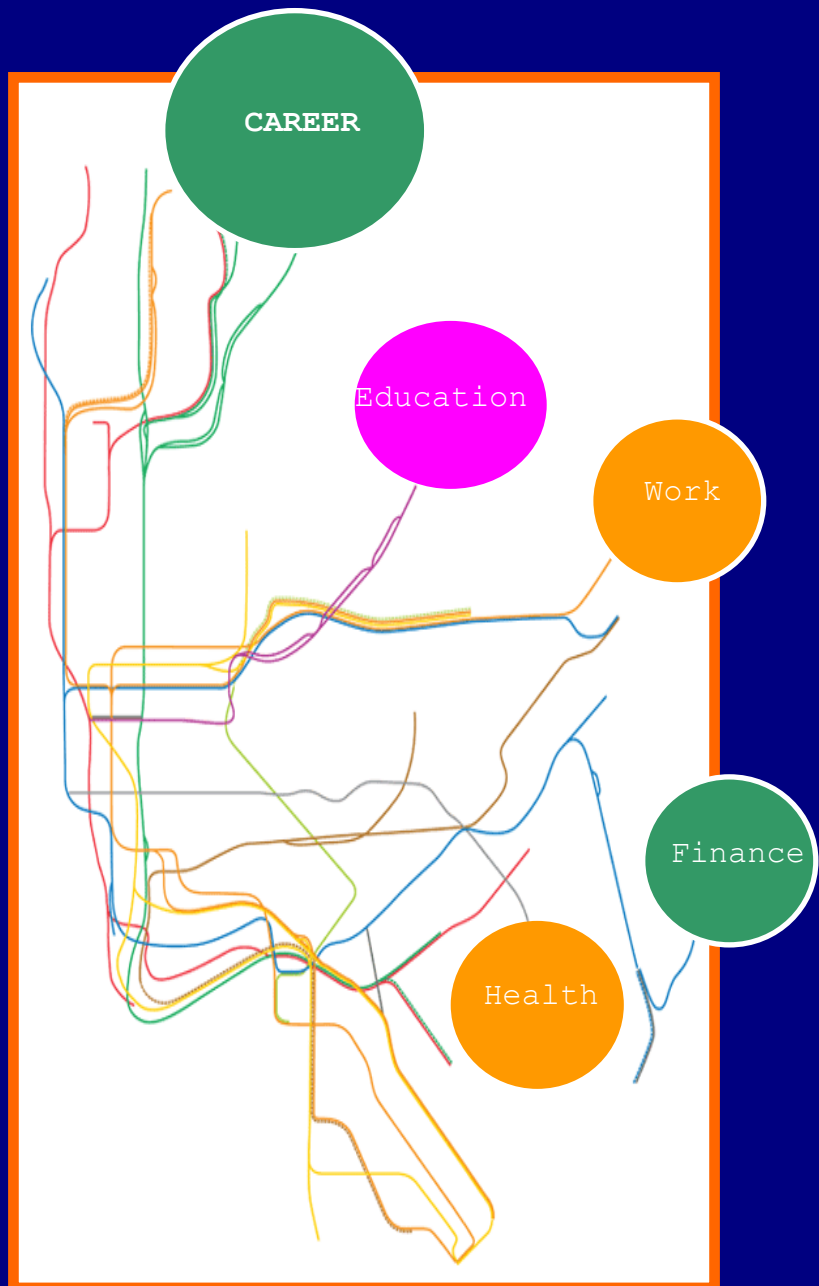
1. SWIPE YOUR CARD
2. SELECT THE "DEBIT" OPTION
3. ENTER YOUR PIN NUMBER
4. A SCREEN WILL APPEAR OFFERING THE "CASH BACK" FEATURE. IT MAY SAY SOMETHING LIKE "WOULD YOU LIKE CASH BACK WITH THIS PURCHASE?"
5. SELECT "YES"
6. SELECT OR ENTER THE AMOUNT OF CASH BACK YOU WOULD LIKE WITH YOUR PURCHASE
7. A SCREEN WILL APPEAR THAT SHOWS YOU THE TOTAL AMOUNT OF YOUR PURCHASE AND CASH BACK REQUESTED.
8. CHECK THE AMOUNT AND SELECT "YES".
9. THE CASHIER WILL GIVE YOU THE MONEY AND RECEIPT.
10. BEFORE YOU LEAVE, ALWAYS MAKE SURE TO HAVE YOUR DEBIT CARD, RECEIPT AND THE PROPER AMOUNT OF MONEY YOU REQUESTED.

TIPS

Make a small purchase, like a pack of gum, to avoid spending a large amount of money on something you may not need.

Pathways to
Success:

Where
will
your
summer
take
you?



NYC

Department of
Youth & Community
Development

Summer Youth Employment Program

LESSON THREE: INVENT THE FUTURE

CAREER CHOICE

“What do you want to be when you grow up?”

As early as age five, students all over the country contemplate this question. While answers come easily in childhood, selecting the right career becomes a challenging task in adolescence.

The following lesson on **Career Exploration** will help the youth you serve to:

1. Complete a Self-assessment
2. Create an Educational Plan
3. Write a Career Roadmap

Summer Youth Employment Program

A LITTLE PLANNING...

RESOURCES

It is essential that staff possess the knowledge to answer questions **OR** direct youth to additional resources. The following websites provide excellent information on Career Exploration and Self-Assessment:

- What Do You Like? (Bureau of Labor Statistics)
<http://www.bls.gov/k12/>
- Explore, Discover, and Achieve (Project Career)
<http://www.projectcareer.com/>
- Career Zone
<http://www.nycareerzone.org/>

MATERIALS

When preparing to teach this lesson, you will need the following materials:

1. A blackboard or whiteboard
2. Chalk or Markers
3. Copies of the following handouts:

Self-Assessment Professional Interests
Personal Strengths List Education Plan
Bulls-Eye of Strengths Career Roadmap
Still Deciding?

NOTES ON THIS LESSON

- ★ **These activities work best with adolescents 14 – 17.**

Because SYEP participants span a large age range (from 14 -24), some of the activities in this lesson may be **more appropriate for younger high school students**, who have not yet selected a career path or determined their future education plans.

Summer Youth Employment Program

QUICK OVERVIEW: SELF-ASSESSMENT

- Pass out the **Self-Assessment** handout
- Begin the class by asking participants to define the terms:
 - Personal strength**
 - Professional interest**
- As participants give definitions, list the answers on the board
- When students have finished offering suggestions, share the following definitions with them:
 - Personal strength** is a positive, natural talent, ability, skill, or personality trait
 - A **Professional interest** is a career field or specific occupation you would like to learn more about or explore in the future
- Some students might have difficulty identifying their own strengths and talents. To help them discover these qualities, pass out the **Personal Strengths List**.
- Ask students to take a few minutes to circle their strengths. These same strengths will be used for the Bulls-Eye of Strengths activity.

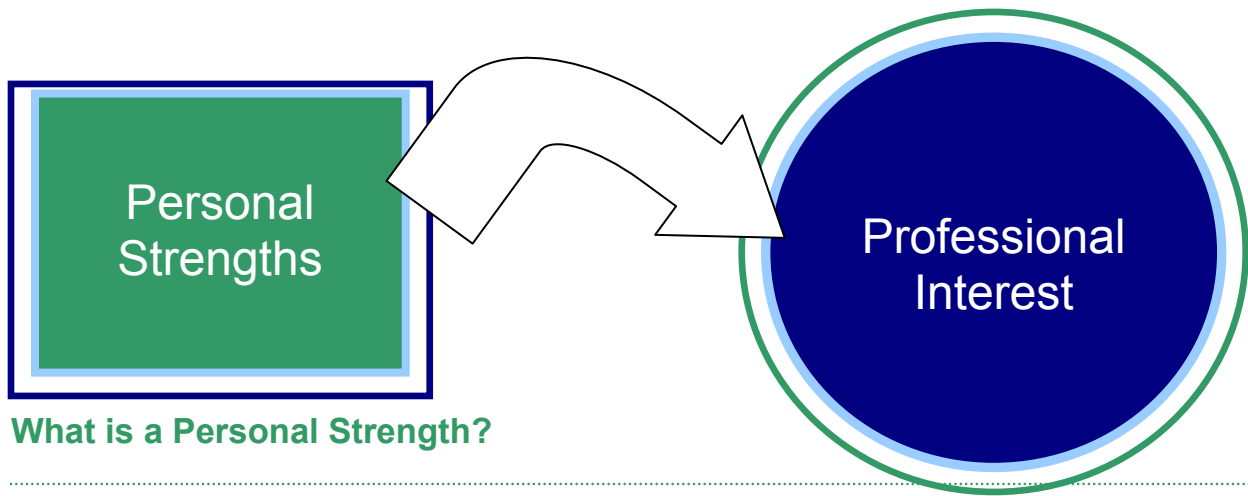
Summer Youth Employment Program

SELF-ASSESSMENT

What is self-assessment?

Self-assessment is the process of discovering personal strengths and professional interests.

This process is especially helpful for students who are uncertain about what career path they would like to pursue.



What is a Personal Strength?

.....

.....

.....

.....

What is a Professional Interest?

.....

.....

.....

.....

Summer Youth Employment Program

PERSONAL STRENGTHS LIST

I AM...

Cheerful	Realistic	Creative	Tough
Trusting	Responsible	Independent	Calm
Honest	Competitive	Intelligent	Serious
Clever	Sociable	Emotional	Polite
Modest	Daring	Loyal	Tolerant
Helpful	Supportive	Outgoing	Sensitive
Thoughtful	Assertive	Tactful	Organized
Energetic	Cooperative	Dominant	Reliable
Ambitious	Confident	Relaxed	Optimistic
Curious	Artistic	Courageous	Logical
Mature	Humorous	Generous	Quiet
Academic	Patient	Flexible	Eager
Determined	Efficient	Spontaneous	Charming
Likeable	Cautious	Neat	Attentive

Summer Youth Employment Program

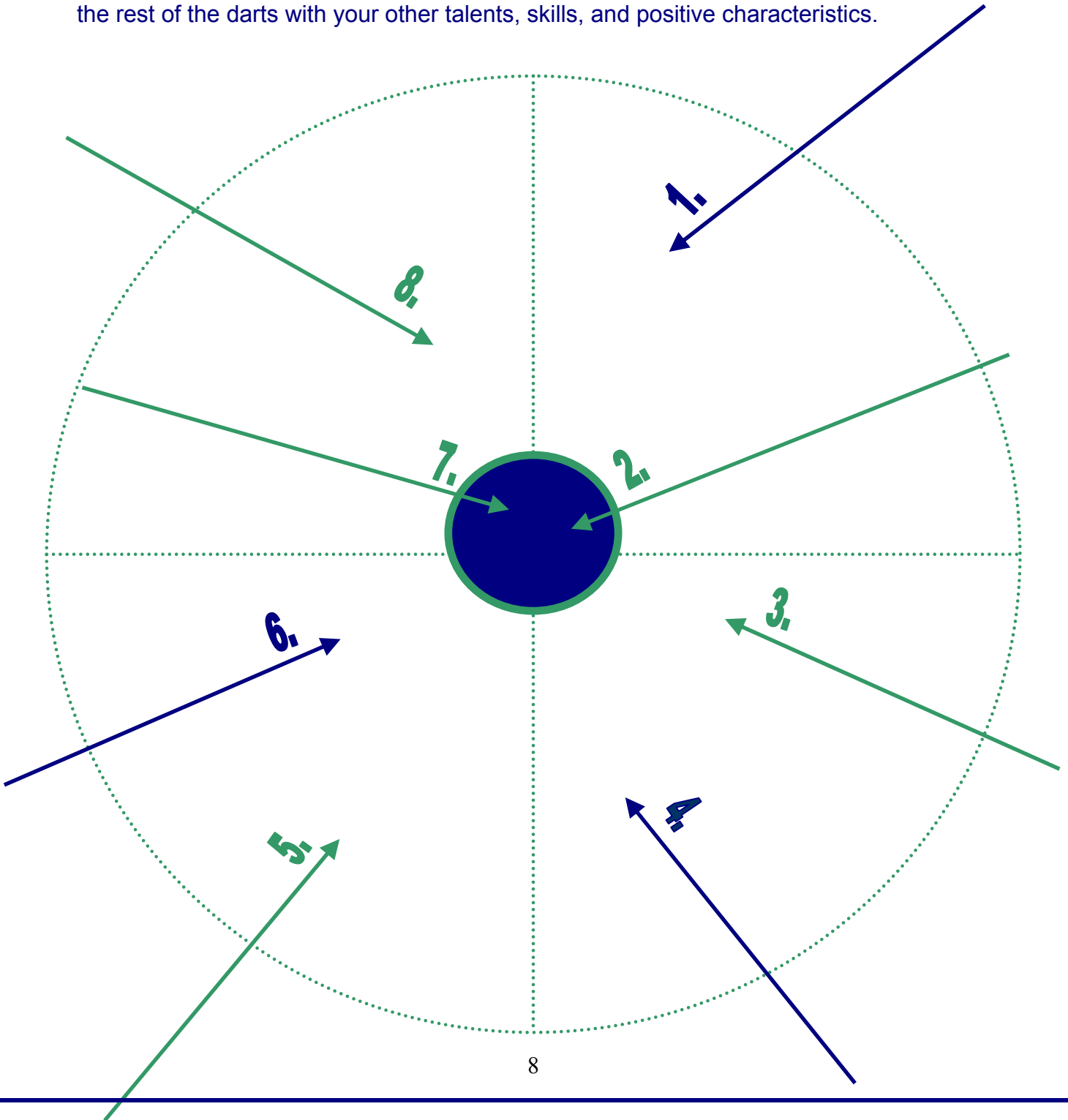
QUICK OVERVIEW: BULLSEYE OF STRENGTHS

- Draw a circle on the chalkboard that resembles the “Bulls-eye of strengths” diagram.
 - Write a general topic (such as school, work or family) in the middle of the circle
 - Ask participants to share their personal strengths related to that topic. If participants are not clear on the activity, fill in a few spaces with your own strengths to get them started.
 - Once participants understand the activity, distribute the **Bulls-Eye of Strengths** handout.
 - Ask each participant to complete the worksheet.
 - Following completion, begin a group discussion by asking the following questions:
 1. Was it easy for you to fill in all the spaces with your strengths?
 2. How can your personal strengths translate into professional interests?
 - After the discussion, pass out **Professional Interests** handout
 - Ask participants to list the careers they would like to explore based on their strengths.
 - Ask if any students are still having trouble deciding a career path. Hand out the **Are you Ready for 2014** and **Still Deciding** worksheets. These illustrations give students an idea of what professions might be a good match based upon their interests.
- ★ By the end of this section, participants should have a better understanding of what their **strengths** are and how those strengths can help them select a **professional interest**.

Summer Youth Employment Program

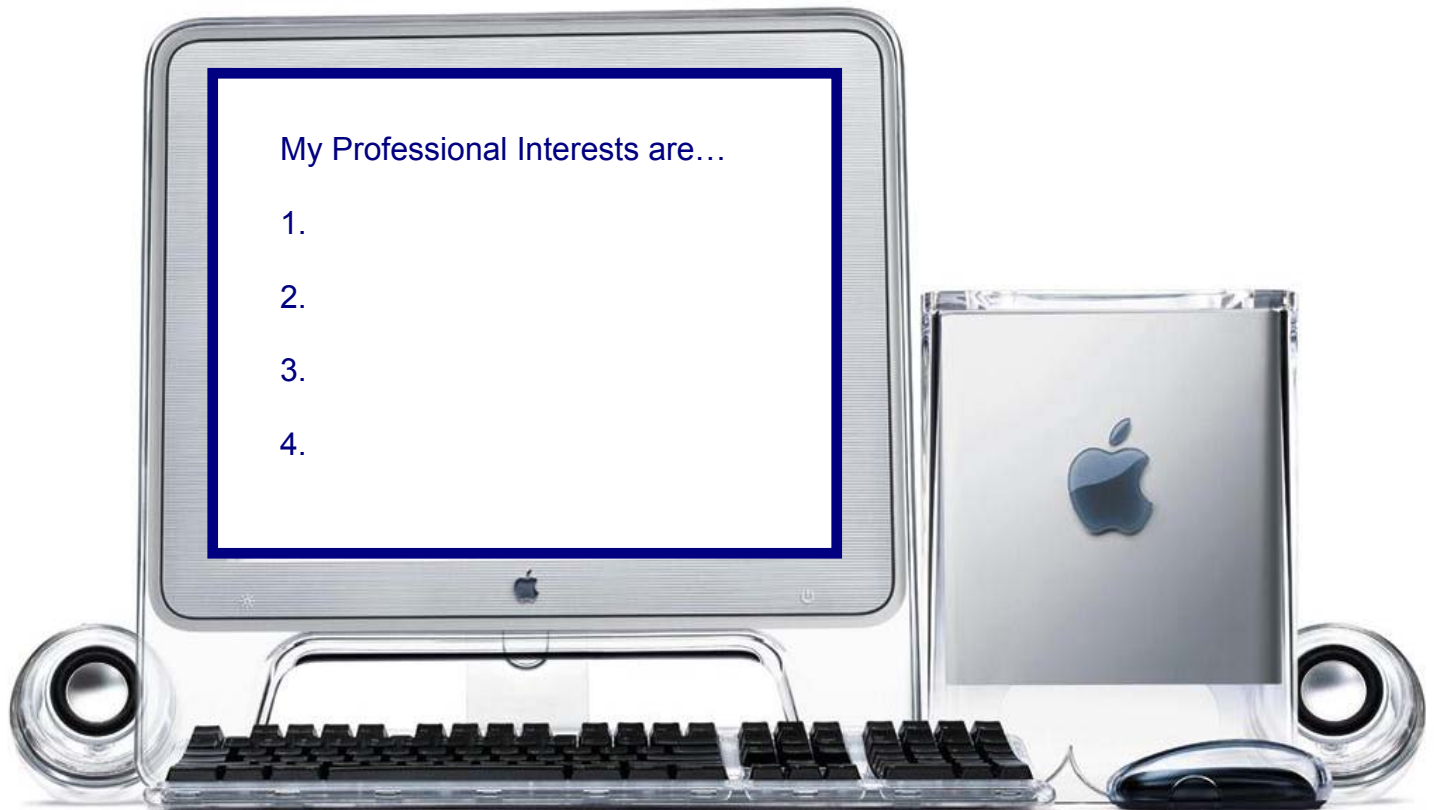
BULLSEYE OF STRENGTHS

Remember: The strengths closest to the Bulls-eye are the things you do **best!** Fill in the rest of the darts with your other talents, skills, and positive characteristics.



Summer Youth Employment Program

PROFESSIONAL INTERESTS



Please list your professional interests below...

1.
2.
3.
4.

Summer Youth Employment Program

QUICK OVERVIEW: EDUCATION PLAN

Students will select possible career options that match their **strengths** and **professional interests**.

Specifically, students will outline an education plan for gaining success in their potential careers (ie. what kind of classes they should take, necessary internships, certifications etc.)

- It might be helpful to begin the class by asking the following questions to stimulate discussion:
 1. Has anyone ever thought about going to college?
 2. How important is finishing your education?
 3. Is there a difference between having a job and having a career?
 4. Will paying for college be a problem for you?
 5. Are there specific classes you could take to prepare you for your career interest?

- Pass out the **Education Plan** handout. Ask each student to complete their education plan based on their professional interests

Summer Youth Employment Program

MY EDUCATION PLAN WORKSHEET

My top Career Interest

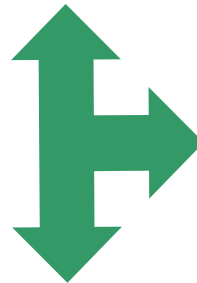
.....



Classes needed to prepare
for my top career interest:

.....
.....
.....
.....

Internships that
might prepare me
for my top career
interest:



Other educational
tools that might
prepare me for my
top career interest:

.....
.....
.....
.....

.....
.....
.....
.....

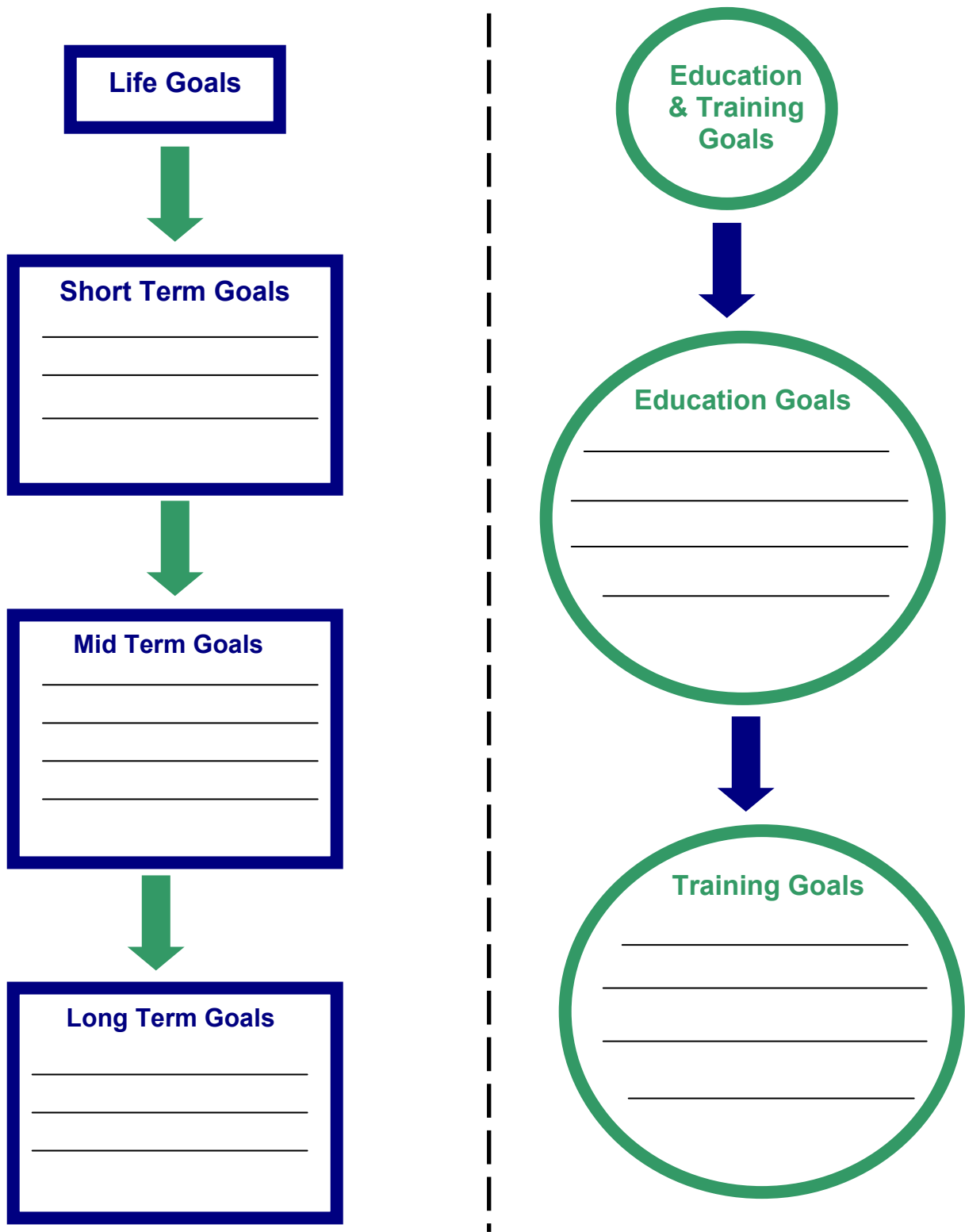
Summer Youth Employment Program

QUICK OVERVIEW: CAREER ROADMAP

- After selecting a primary career of interest, students will write a step-by-step “**Career Road Map**” that will direct them along the path to achieving their goals.
- The map will begin with what they must accomplish at in high school and progress through post-secondary schooling.
- Ask students to guess how much the average New Yorker will make if they have the following educational degrees and write the answers on the board.
 1. High School Diploma
 2. Some College
 3. A Bachelor's Degree
 4. An Advanced Degree (MD, JD, PhD)
- Pass out the **Making the Connection** handout Worksheet and review the real salaries for New Yorkers based upon the 1990 Census of employed residents ages 21 – 64.
- Ask students how this information from the **Making the Connection** Worksheet will impact their own educational plan or goals.

Summer Youth Employment Program

CAREER ROADMAP

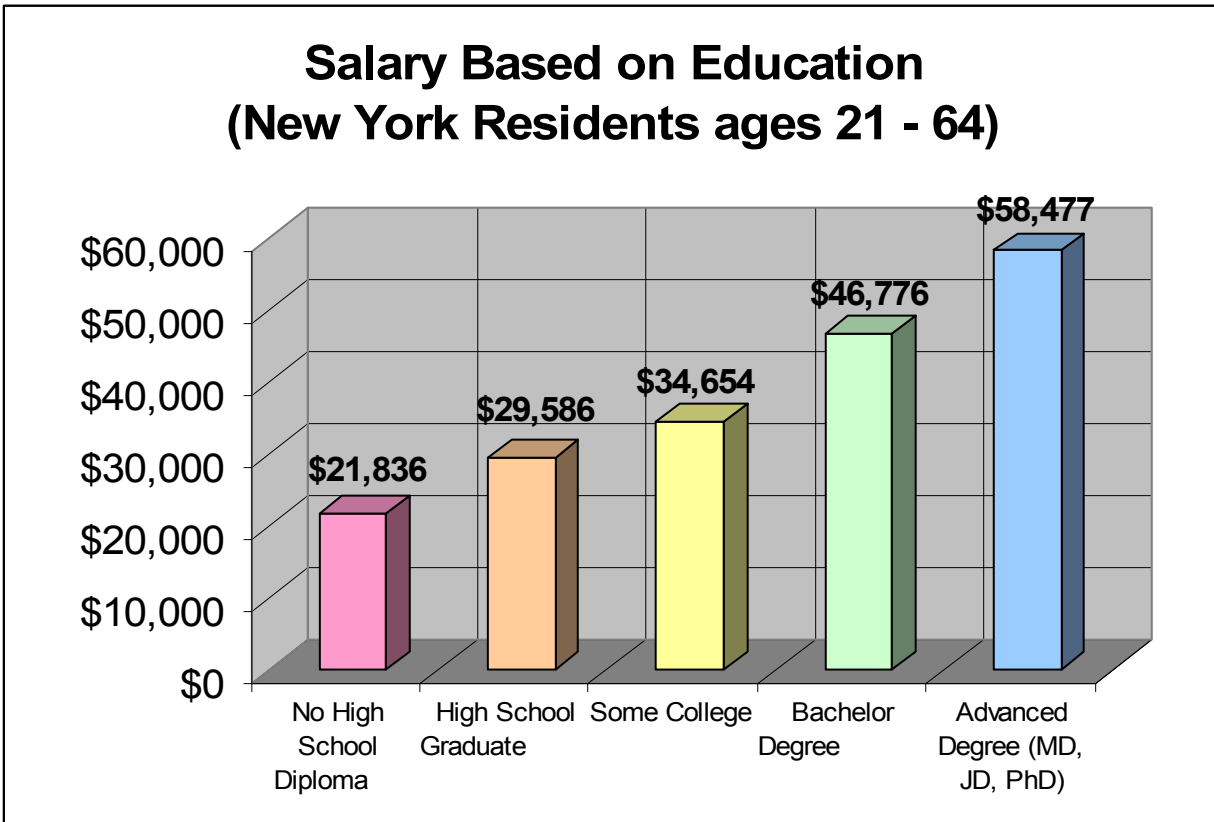


Summer Youth Employment Program

MAKING THE CONNECTION

Not only does a college education provide you with intellectual and social opportunities, but it also increases your earning power!

The average college graduate with a Bachelor's Degree earned \$46,776 a year. That's twice the salary of someone without a high school diploma. It's never too late to get connected to a GED program if you did not complete high school! **If you learn more, you earn more!**



Data taken from 1990 Census:

<http://www.census.gov/hhes/www/income/earnings/call1nyboth.html>

Summer Youth Employment Program

Are You Ready For 2014?

Although 2014 might seem far away, most SYEP students will be working full-time by then! By doing a little research, students can select a career path **now** that will help them prosper in the **future**. Check out the projected job market for New York in 2014!

Top 25 Jobs Requiring a HIGH SCHOOL DIPLOMA, Work Experience				
Rank	Highest Paying Jobs	Salary	Fasting Growing Occupations	Occupations with the most Job Openings
1	Air Traffic Controllers	\$133,300	Home health aides	Retail salespersons
2	Managers of Non-Retail Sales Workers	\$90,100	Medical assistants	Cashiers, except gaming
3	Transportation, Storage, & Distribution Managers	\$86,000	Personal and home care aides	Waiters and waitresses
4	Industrial Production Managers	\$85,400	Dental assistants	Janitors and cleaners
5	Actors	N/A	Tile and marble setters	Home health aides
6	Managers, All Other Industries	\$77,400	Hazardous materials removal workers	Office clerks
7	Purchasing Agents & Buyers, Farm Products	\$73,200	Physical therapist aides	Teacher assistants
8	Structural Iron & Steel Workers	\$72,000	Social & human service assistants	Child care workers
9	Sales Representatives, Technical & Scientific Products	\$71,000	Helpers-Roofers	Combined food preparation and serving workers, including fast food
10	Gas Plant Operators	\$70,800	Amusement & recreation attendants	Sales representatives, wholesale and manufacturing
11	Elevator Installers & Repairers	\$67,000	Helpers-Pipelayers, plumbers, pipefitters, and steamfitters	Personal and home care aides
12	Power Plant Operators	\$66,800	Nonfarm animal caretakers	Food preparation workers
13	Telecommunications Line Installers and Repairers	\$66,600	Cement masons and concrete finishers	Administrative assistants
14	Managers of Construction Trades	\$66,000	Septic tank servicers and sewer pipe cleaners	Stock clerks and order fillers
15	Ship Engineers	\$65,100	Roofers	Customer service representatives
16	Electrical Power-Line Installers and Repairers	\$64,400	Residential advisors	Receptionists and information clerks
17	Captains, Mates, and Pilots of Water Vessels	\$62,900	Helpers-Brickmasons, blockmasons, stonemasons, tile & marble setters	Laborers and freight, stock, and material movers
18	Managers of Correctional Officers	\$62,400	Bill and account collectors	Secretaries
19	Insulation Workers, Mechanical	\$62,300	Interviewers, except eligibility and loan	Counter attendants, cafeteria, food concession, and coffee shop
20	Detectives & Criminal Investigators	\$60,900	Counter and rental clerks	Security guards
21	Managers of Mechanics, Installers, & Repairers	\$60,900	Plumbers, pipefitters, and steamfitters	Managers of office and administrative support workers
22	Reinforcing Iron & Rebar Workers	\$60,900	Helpers-Carpenters	Bookkeeping, accounting, and auditing clerks
23	Control & Valve Installers and Repairers	\$59,000	Mechanical door repairers	Maintenance and repair workers, general
24	Media and Communication Equipment Workers	\$58,200	Reinforcing iron and rebar workers	Maids and housekeeping cleaners
25	Flight Attendants	\$58,000	Glaziers	Carpenters

Summer Youth Employment Program

Are You Ready For 2014?

Top 25 Jobs Requiring an ASSOCIATES DEGREE or Technical/Vocational Training

Rank	Highest Paying Jobs	Salary	Fasting Growing Occupations	Occupations with most Job Openings
1	Commercial Pilots	\$82,100	Veterinary technologists and technicians	Registered nurses
2	Radiation Therapists	\$76,500	Makeup artists, theatrical and performance	Nursing aides, orderlies, and attendants
3	Fashion Designers	\$72,700	Skin care specialists	Licensed practical and licensed vocational nurses
4	Court Reporters	\$69,100	Physical therapist assistants	Automotive service technicians and mechanics
5	Computer Specialists, All Other	\$67,000	Dental hygienists	Preschool teachers, except special education
6	Electrical and Electronics Repairers	\$64,700	Environmental science and protection technicians	Hairdressers, hairstylists, and cosmetologists
7	Registered Nurses	\$64,100	Manicurists and pedicurists	Computer support specialists
8	Nuclear Medicine Technologists	\$64,000	Fitness trainers and aerobics instructors	Real estate sales agents
9	Telecommunications Equipment Installers and Repairers	\$60,800	Preschool teachers	Fitness trainers and aerobics instructors
10	Electrical and Electronics Drafters	\$60,800	Cardiovascular technologists and technicians	Legal secretaries
11	Fish and Game Wardens	\$59,900	Occupational therapist assistants	Paralegals and legal assistants
12	Funeral Directors	\$59,100	Environmental engineering technicians	Bus and truck mechanics and diesel engine specialists
13	Real Estate Sales Agents	\$58,600	Radiation therapists	Medical and clinical laboratory technicians
14	Dental Hygienists	\$58,200	Court reporters	Radiologic technologists and technicians
15	Respiratory Therapists	\$57,700	Surgical technologists	Library technicians
16	Diagnostic Medical Sonographers	\$57,300	Gaming dealers	Telecommunications equipment installers and repairers
17	Radiologic Technologists and Technicians	\$57,100	Registered nurses	Dental hygienists
18	Electrical and Electronic Engineering Technicians	\$55,300	Respiratory therapists	Welders, cutters, solderers, and brazers
19	Avionics Technicians	\$53,400	Paralegals and legal assistants	Emergency medical technicians and paramedics
20	Interior Designers	\$52,100	Medical equipment repairers	Medical records and health information technicians
21	Insurance Appraisers, Auto Damage	\$51,800	Massage therapists	Fashion designers
22	Aircraft Mechanics and Service Technicians	\$50,800	Security and fire alarm systems installers	Respiratory therapists
23	Aerospace Engineering and Operations Technicians	\$50,800	Interior designers	Electrical and electronic engineering technicians
24	Commercial Divers	\$50,000	Emergency medical technicians and paramedics	Travel agents
25	Drafters, All Other	49200	Diagnostic medical sonographers	Diagnostic medical sonographers

Summer Youth Employment Program

Are You Ready For 2014?

Top 25 Jobs Requiring a BACHELOR'S DEGREE or HIGHER

Rank	Highest Paying Jobs	Salary	Fastest Growing Occupations	Occupations with most Job Openings
1	Anesthesiologists	\$145,600+	Network systems & data communications analysts	Postsecondary teachers
2	Chief Executives	\$145,600+	Computer software engineers	Accountants and auditors
3	Family and General Practitioners	\$145,600+	Computer applications engineer	Elementary school teachers
4	Internists	\$145,600+	Network & computer systems administrators	Secondary school teachers
5	Obstetricians and Gynecologists	\$145,600+	Database administrators	General and operations managers
6	Oral Surgeons	\$145,600+	Physician assistants	Lawyers
7	Orthodontists	\$145,600+	Postsecondary teachers	Middle school teachers
8	Physicians and Surgeons, All Other	\$145,600+	Environmental engineers	Physicians and surgeons
9	Prosthodontists	\$145,600+	Special education teachers, preschool - elementary school	Financial managers
10	Psychiatrists	\$145,600+	Physical therapists	Computer software engineers, applications
11	Surgeons	\$145,600+	Computer systems analysts	Computer programmers
12	Airline Pilots, Copilots, and Flight Engineers	\$141,100	Public relations specialists	Management analysts
13	Pediatricians, General	\$138,100	Instructional coordinators	Computer systems analysts
14	Dentists, General	\$132,100	Medical scientists	Special education teachers
15	Podiatrists	\$108,200	Occupational therapists	Computer software engineers, systems software
16	Engineering Managers	\$105,400	Athletic trainers	Network systems & data communications analysts
17	Lawyers	\$102,500	Hydrologists	Chief executives
18	Judges, Magistrates	\$101,700	Mental health & substance abuse social workers	Medical & health services managers
19	Computer & Information Systems Managers	\$101,600	Mental health counselors	Network & computer systems administrators
20	Natural Sciences Managers	\$100,100	Computer and information systems managers	Construction managers
21	Marketing Managers	\$98,700	Employment, recruitment, & placement specialists	Market research analysts
22	Petroleum Engineers	\$98,400	Middle School Special education teachers	Financial analysts
23	Astronomers	\$95,700	Education administrators, preschool & child care	Public relations specialists
24	Pharmacists	\$94,500	Cost estimators	Securities, commodities, & financial services sales agents
25	Physicists	\$94,200	Technical writers	Computer & information systems managers

Summer Youth Employment Program

WHERE WILL YOUR FUTURE TAKE YOU?

Now that you've had an opportunity to review some of the most exciting jobs of the future, please take a moment to consider your choices!

Please complete the list below with jobs you have:

1. **Always** been interested in
2. **Thought about**, but need to learn more
3. **Never heard of**, but would like to explore

Always Been Interested	Thought About	Never Heard
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10

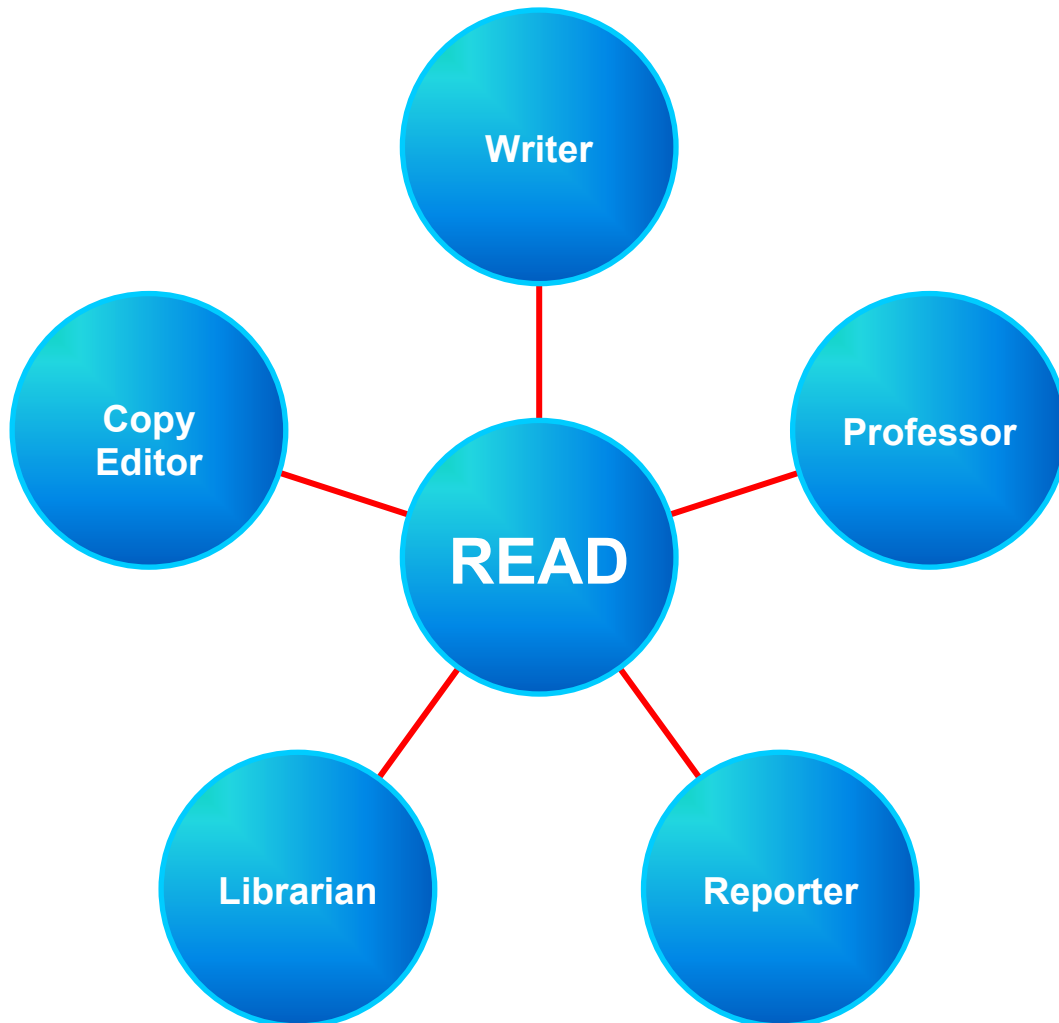
Summer Youth Employment Program

STILL DECIDING?

It's okay if you are still exploring your career options!

The key to selecting a career is deciding what you **LIKE!** The charts below list careers based on professional and personal interests. Have fun exploring your options!

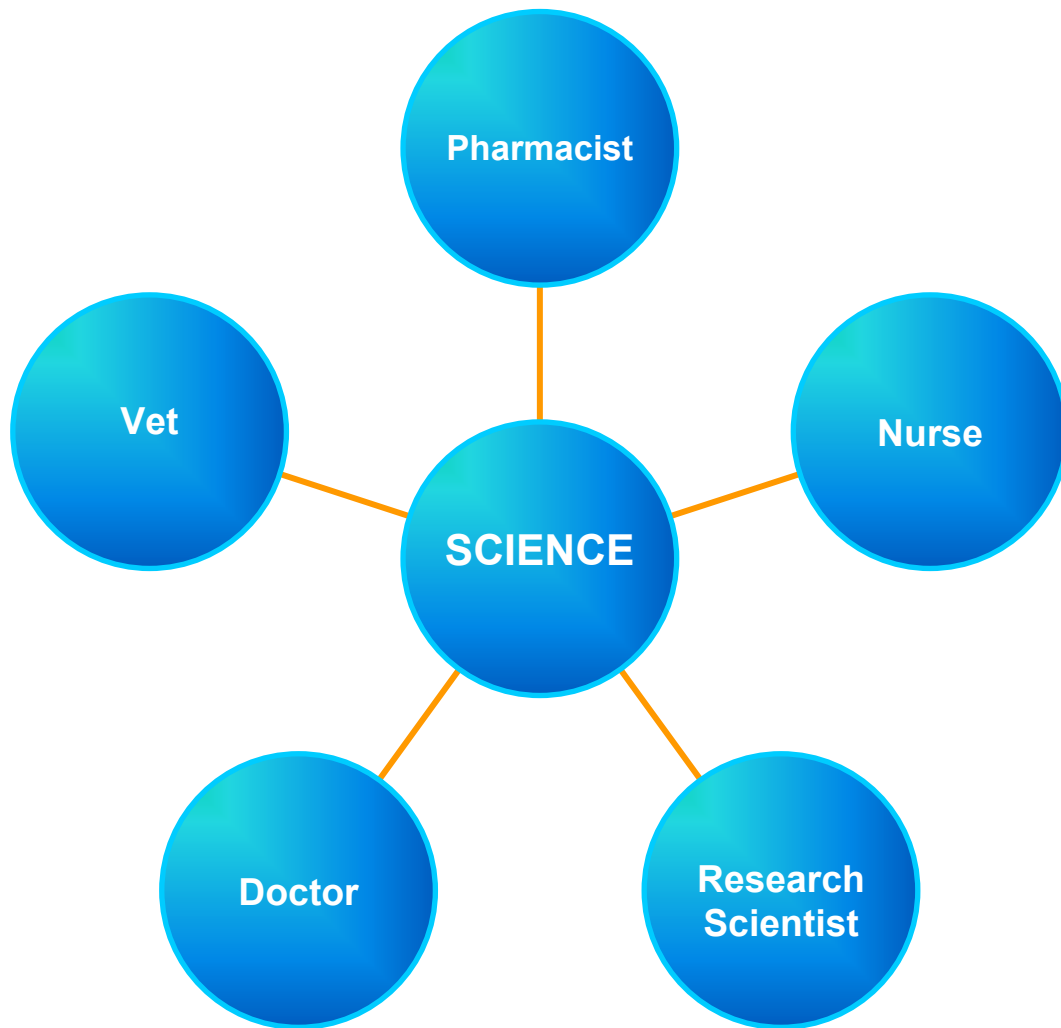
If you love to **READ** then, you might be a future...



Summer Youth Employment Program

STILL DECIDING?

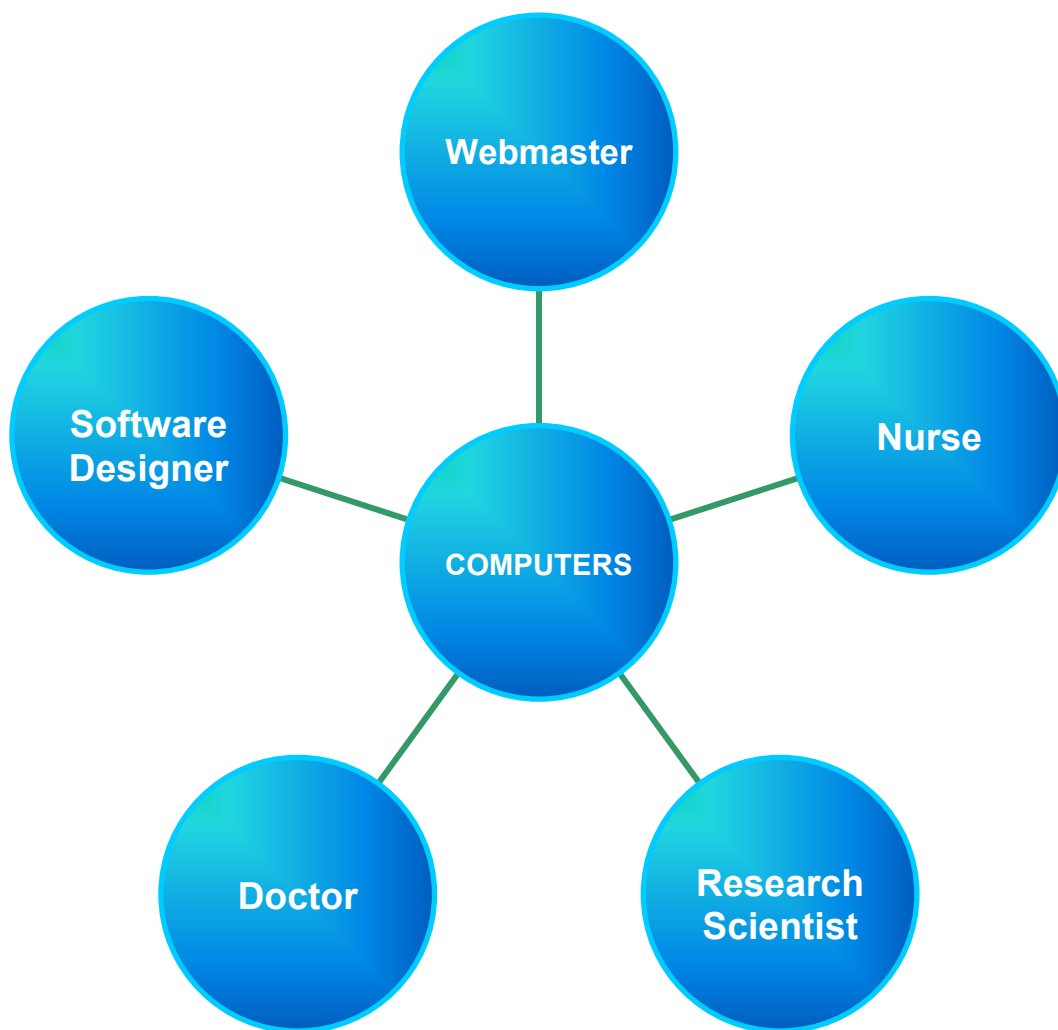
If you love **SCIENCE** then, you might be a future...



Summer Youth Employment Program

STILL DECIDING?

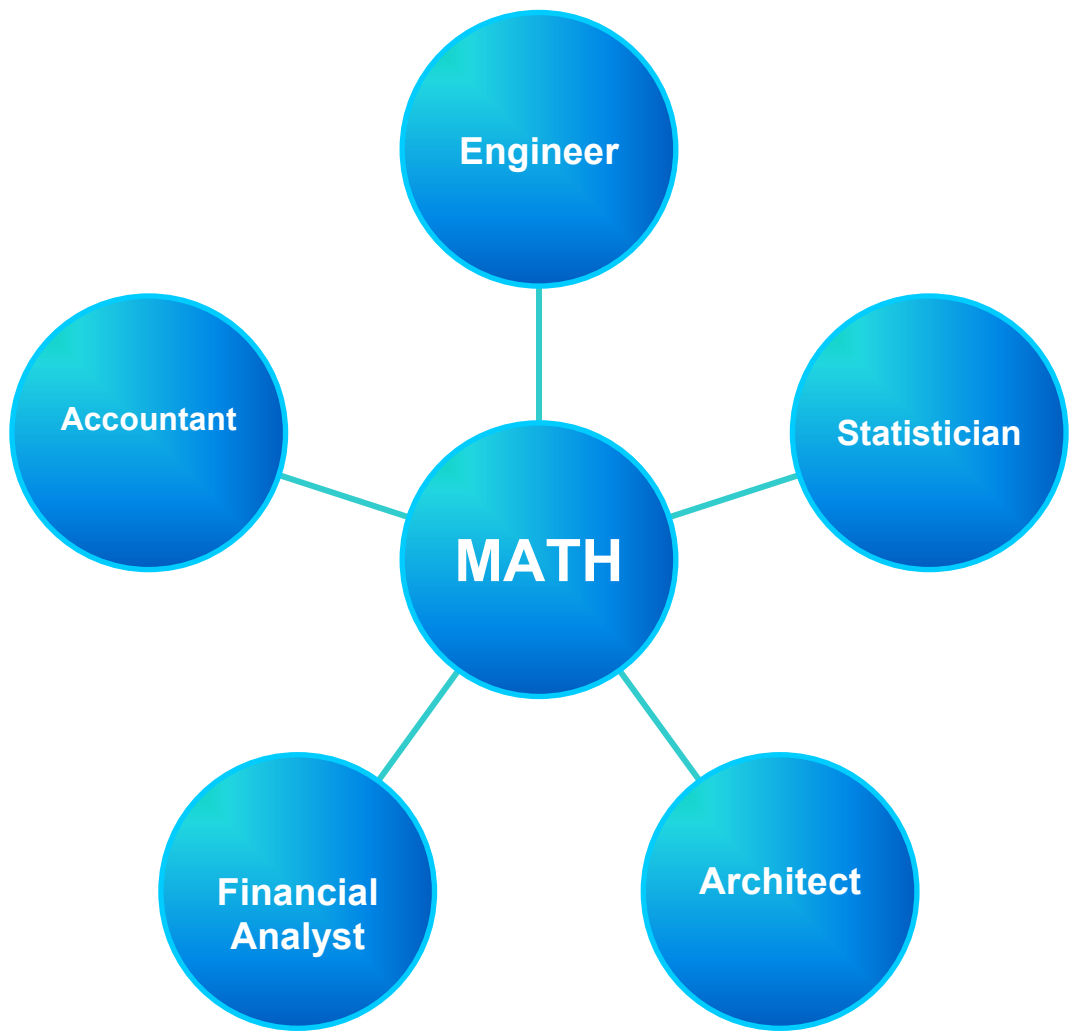
If you love **COMPUTERS** then, you might be a future...



Summer Youth Employment Program

STILL DECIDING?

If you love **MATH** then, you might be a future...



Summer Youth Employment Program

STILL DECIDING?

If you love **HELPING PEOPLE** then,
you might be a future...



Summer Youth Employment Program

STILL DECIDING?

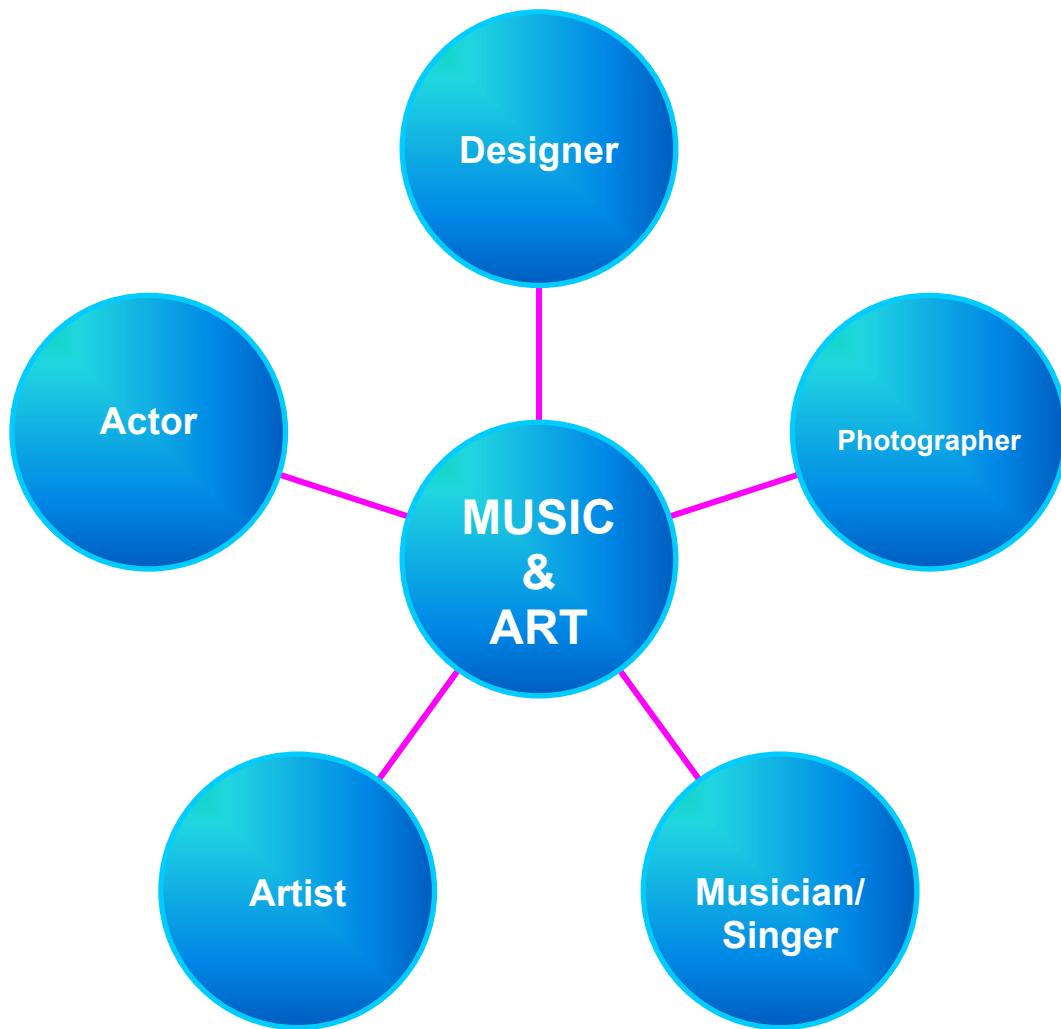
If you love ^{LAW} then, you might be a future...



Summer Youth Employment Program

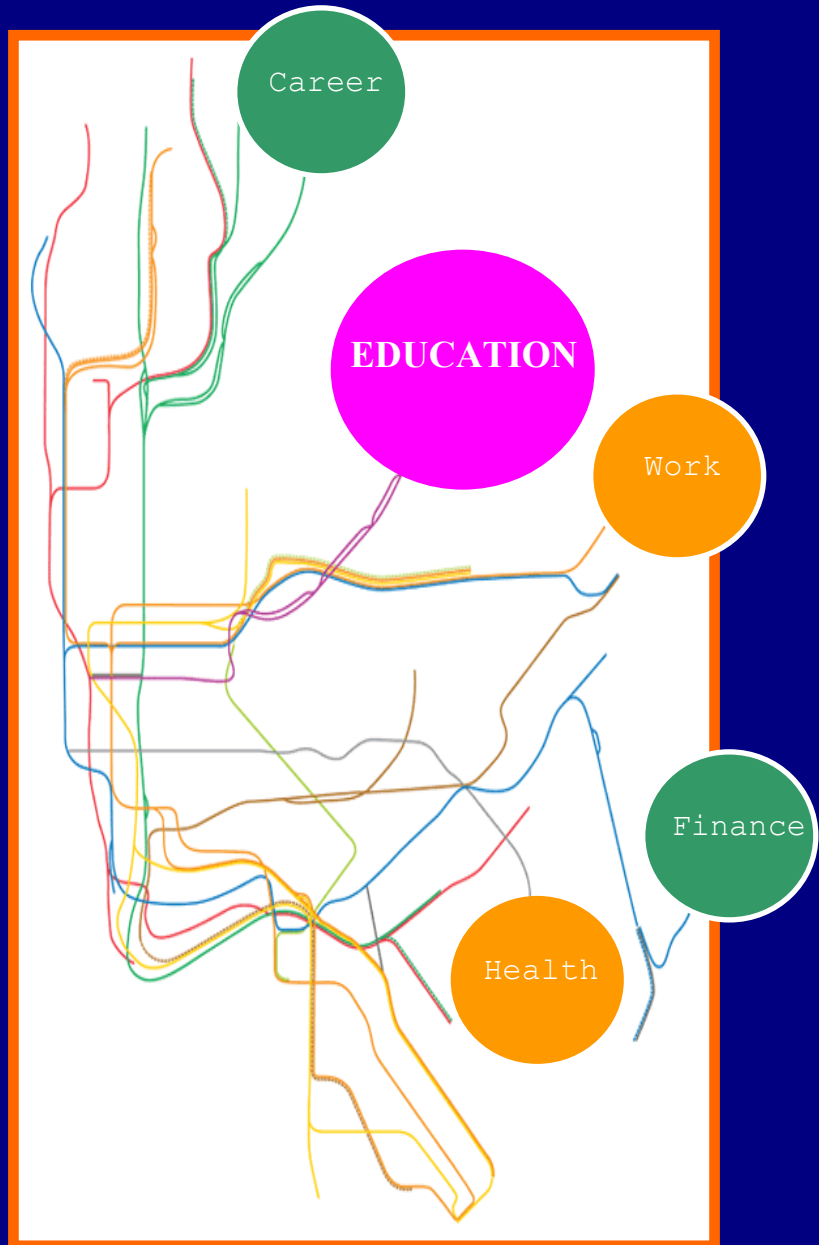
STILL DECIDING?

If you love **THE ARTS** then, you might be a future...



Pathways to
Success:

Where
will
your
summer
take
you?



NYC

Department of
Youth & Community
Development

Summer Youth Employment Program

LESSON FOUR: HIGHER LEARNING

COLLEGE EDUCATION

“When a high school diploma isn’t enough”

In today’s competitive job market, employers aren’t *just* interested in your work experience. In fact, companies rated college education as one of the most important factors in hiring new employees AND determining their salaries.

A little bit of education goes a long way.

The following lesson on **Higher Education** will help the youth you serve to:

1. Explore College Choice
2. Navigate the Application Process
3. Surviving College

Summer Youth Employment Program

A LITTLE PLANNING...

RESOURCES

It is essential that staff possess the knowledge to answer questions **OR** direct youth to additional resources. The following websites provide excellent information on College Choice and Financial Aid:

- College Selection, Scholarship Opportunities, and Career Search Information
<http://www.collegetoolkit.com>
- Free Application for Federal Student Aid
<http://www.fafsa.ed.gov/>
- College Center: Advice on campus life, mentors, and student opportunities
<http://www.time.com/time/2001/collegecenter/there.html>

MATERIALS

When preparing to teach this lesson, you will need the following materials:

1. A blackboard or whiteboard
2. Chalk or Markers
3. Copies of the following handouts:

Finding a Home	The Write Stuff	What's the Purpose	The Transition
My Dream College	Essay Success	College Essay Prep	Peer Mentorship
College Categories	Application Checklist	Sample Essay Questions	Perfect Timing
How Do I Apply?	College Entrance Exam	A New Beginning	Under Control

NOTES ON THIS LESSON

- ★ **These activities work best with adolescents 14 – 24.**

Because SYEP participants span a large age range (from 14 -24), the activities highlighted in pink may be **especially important for younger students**, who are preparing to take the SATs and complete college applications. All other activities highlighted in blue work best with students who are enrolled in college.

Summer Youth Employment Program

QUICK OVERVIEW: COLLEGE CHOICE

- Pass out **Finding a Home** handout. Walk students through the six issues they should consider when selecting a school. Be certain to point out where the list on the board overlaps or deviates from this handout.
- Pass out **My Dream College** handout. Ask students to take 5 – 10 minutes to write a description of what their dream college would look like. Ask participants to address the six issues you just discussed during the **Finding a Home** exercise. Also, prompt students to begin listing some colleges they would like to attend or visit.

Summer Youth Employment Program

FINDING A HOME

Where will you go?

The college you select will be your home for the next two or four years! Take a moment to review some of the information you should consider when selecting your future school.

① LOCATION: Near or Far?



- Do I want to attend a college outside of New York?
- Would I prefer to stay close to home?

Remember: Sticking to a specific location can limit your college choices. It might be a good idea to select a few schools outside of your favorite location to improve your chances of admission.

② SCHOOL SIZE: Small, Medium, or Large?

- Do I want to attend a **small** school (less than 2,500 students)?
- Medium sized school (5,000 – 10,000 students)?
- Large school (more than 10,000 students)?

Remember: While larger schools offer students more independence, a smaller school might be a better fit if you need more personal attention and time with your professors.



Summer Youth Employment Program

③ CAMPUS ENVIRONMENT: Urban or Rural?

- Do I want to live on a rural campus?
- Would I prefer an urban campus?



Remember: **Rural** campuses are known for their natural beauty and peaceful environment. These campuses are usually very large, but tight knit communities surrounded by forests, farms, and lakes. On the other hand, **urban** campuses are located in highly populated cities where school buildings and dormitories are often located on busy streets between office buildings.

④ PUBLIC VS. PRIVATE



Public Colleges:

- Cost less than private colleges because they are partially funded by the state government
- Classes tend to be large (as many as 35,000 students may be enrolled in the school)

Private Colleges:

- Are more expensive than public colleges, but many schools offer scholarships and grants
- Classes tend to be smaller, so it is easier to get to know your professors

Summer Youth Employment Program

⑤ SINGLE-SEX VS. COED



Attending an all-women's college:

- More women participate in class, develop high self-esteem, and score better on aptitude tests
- Classes are small and taught by professors dedicated to teaching
- There are more female faculty, administrators, and women in leadership roles on campus than at coed colleges
- More of women's college graduates are represented in important, higher paying corporate positions
- Some women may feel isolated and miss the social interaction of a coed school

⑥ ASSOCIATE DEGREE VS. BACHELOR DEGREE

Associate's Degree:

- Can be completed after two years of schooling
- Many students attend school part-time while working
- Are typically offered at community colleges
- Have lower tuition costs than the average four-year college



Remember: If you did not finish high school, many community colleges offer GED preparation courses and assist many students with the transition to an Associate Degree program.

Bachelor's Degree:

- Can be completed after four or five years of schooling
- Most students attend school full-time (4 – 5 courses per semester)
- Are offered at all colleges and universities



Summer Youth Employment Program

7 ACADEMIC FOCUS: Specialized or Liberal Arts?

Specialized schools:

- Focus on **one** area of study
(for example: California Institute of Technology specializes in engineering and science)
- Will offer more in-depth courses, internships, or research opportunities in your area of interest
- May be a good option if you already know what you would like to study

Liberal Arts schools:

- Offer many diverse courses, so students can explore several different subjects before picking a major
- Might be a better option for students who are not sure what career they would like to pursue



Summer Youth Employment Program

MY DREAM COLLEGE

Now that you've learned a little bit about college choice, please take some time to write about what your dream school would be like.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Colleges I want to ATTEND

Colleges I want to VISIT

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Summer Youth Employment Program

QUICK OVERVIEW: APPLICATION PROCESS

- Begin the discussion by asking students to name some colleges that would be:
Very **difficult** to get into **OR** Very **easy** to get into
- Pass out the **College Categories** worksheet. Walk students through an explanation of **Reach**, **Likely**, and **Safety** schools.
- Give students a few minutes to fill out the **College Categories** worksheet (some participants might need to do research later to complete their lists). Ask a few volunteers to share their lists with the group.
- Begin the next section by asking students how (or where) they would obtain college applications for their schools of interest.
- Pass out **How Do I Apply** handout. Explain the three types of application methods and give participants a few moments to complete the form. Ask students which methods they chose and why.
- Pass out **College Entrance Exams** handout. Review the two types of exams students can take: the SAT and ACT. Discuss the difference between the two tests and encourage students to register online (the web pages are listed on the **Application Checklist** worksheet).
- Pass out **The Write Stuff** handout. Walk students through the process of selecting a good Recommender. Ask participants to write down the names of three people they might ask to write their college recommendations.
- Pass out **What's the Purpose** handout. Ask students why they think colleges require an essay or personal statement. Write the student suggestions on the board and compare them to the reasons listed on the worksheet.

Summer Youth Employment Program

- Pass out the **College Essay Prep List** handout and give students five minutes to complete the worksheet. Explain that the information listed on this worksheet will help them write their essays later. Be certain to ask for a few volunteers to share the name of **someone who has inspired them** and why.
- Pass out **Sample Essay Questions** handout. Review the three types of questions colleges ask students. Ask each student to select the sample essay question they like best and write a one page draft.
- Pass out **Essay Success** handout. Instruct the students to review these tips independently before writing a draft of their essay. **This essay draft should be included in the student's final portfolio.**
- Pass out the **Application Checklist: What do I need?** Handout and do a quick review of everything on the checklist that students should prepare for their applications.

Summer Youth Employment Program

COLLEGE CATEGORIES

Now that you've thought about the qualities your dream school should possess, it's time to get to work!

Listed below are the first steps you should take to begin the college application process:

Make a list of all of the schools you are interested in attending

This list should contain at least 10 schools, with a minimum of 2 schools in each of the following categories:

- **REACH SCHOOLS:** Colleges you *may have a chance* at getting into, but your grades and test scores are a bit low compared to the school's requirements
- **LIKELY SCHOOLS:** Colleges that you are *pretty likely* to get into because your grades and test scores match the schools' requirements
- **SAFETY SCHOOLS:** Colleges that you *will most certainly* get into because your grades and test scores are well above the schools' requirements

EXPLORE THE POSSIBILITIES

Use the spaces below to start your own Reach, Likely, and Safety school lists.

REACH

LIKELY

SAFETY

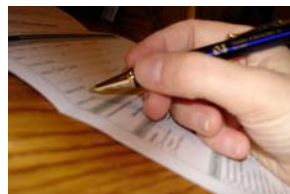
.....
.....
.....
.....
.....
.....

Summer Youth Employment Program

HOW DO I APPLY?

Now that you have finalized your college list, you can start working on your applications! Completing applications is both exciting and nerve-wracking, but you can ease the tension by starting **early**.

Listed below, are **THREE** ways you can apply to college:



① THE COMMON APPLICATION

- **What does it do?** The Common Application allows you to complete ONE college application (online or on paper) that can be sent to multiple schools.
- **Where can I get it?** You can complete the Common Application by visiting: <https://www.commonapp.org/>
- **What's the catch?** Some schools do **NOT** accept the Common Application. For a list of colleges and universities that accept the form, please visit: <https://www.commonapp.org/CommonApp/Members.aspx>

NOTE: Many schools also require you to complete additional forms that must be submitted along with the Common Application.

② ONLINE APPLICATION



- **What does it do?** Online applications allow you to complete and immediately submit your application online.
- **Where can I get it?** You can download or complete the application directly on college's website.
- **What's the catch?** Although you submit your application online, you still need to have copies of your transcript, letters of recommendation, and SAT scores sent directly to the college.

Summer Youth Employment Program

③ PAPER APPLICATION

- **What does it do?** Paper applications allow you to complete the forms by hand and mail them directly to the school.
- **Where can I get it?** Visit the **Admissions** section of the schools' website. You can call or email a request for an application.
- **What's the catch?** Due to the volume of requests some schools receive, it may take a while before you get your application.

NOTE: When you receive your application, make a few copies of it. If you make a mistake, you can always throw it out and start over on a fresh copy.



HOW WILL YOU APPLY?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Summer Youth Employment Program

THE WRITE STUFF

A Good Recommendation is Powerful!

Letters of recommendation are an important part of the college application process. While grades and test scores are a priority, schools are also interested in your personality.

A good recommendation letter will reveal the positive personality characteristics that don't shine through in your academic work. So, choose your recommenders carefully! Listed below are some tips to help you through the recommendation process:

QUICK TIPS:

Most schools require two or three recommendations. Colleges expect to receive recommendation letters from your teachers, guidance counselors, coaches, or mentors. Try to select three people who know you well and will work hard to highlight your strengths in writing.

Don't forget the forms! In addition to the recommendation letter, most colleges provide a separate form that your recommender must complete.

Ask early. Many of your teachers will be busy writing letters for other students. If you ask in advance, your recommenders will have enough time to complete your letters before the deadline. We recommend asking two months in advance.

Make things easy. Help your recommenders by doing the following:

1. Give them a stamped envelope addressed to the college – when your recommender completes the letter, they can easily drop it in the mail without any extra delays.
2. Provide a resume – your recommender can use the details from your resume to make their letter stronger and more personal.

Signed & Sealed. Ask your recommenders to sign their name over the flap of the sealed letter. Schools look for this signature as proof that **you** have NOT opened or read the letter.

A little gratitude. Don't forget to say thanks! Write your recommender a thank you note to show your appreciation for their efforts.

Summer Youth Employment Program

COLLEGE ENTRANCE EXAMS

SAT VS. ACT

In addition to your grades, colleges and universities are interested in how you perform on standardized tests. Most schools require students to submit their SAT Reasoning Test scores, but a number of schools will also accept the ACT as an alternative.

So What's the Difference?

Depending on your academic strengths, you may score better on one test, but have difficulty with the other. Because the tests are different, every student should look at **both** to determine which option is best.

THE BREAKDOWN...

SAT	ACT
<p>Is offered 7 times a year: October, November, December, January, March/April, May, and June.</p>	<p>Is offered 6 times a year: September, October, December, February, April, and June.</p>
<p>Costs: \$45</p>	<p>Costs: \$30 Students can also take an optional writing test for an additional \$14.50.</p>
<p>Students with economic difficulties, can request a fee waiver to take either test for FREE.</p>	
<p>Test Format: There are 3 sections Math, Critical Reading, Writing</p>	<p>Test Format: There are 4 sections English, Math, Reading, Science Reasoning</p>
<p>Scoring: Each section is worth 800 points</p>	<p>Scoring: Each section is worth 36 points</p>
<p>Overall Performance: Scores range from 600 - 2400</p>	<p>Overall Performance: Scores range from 1 – 36.</p>

Summer Youth Employment Program

WHAT'S THE PURPOSE?

The purpose of a **Personal Statement** or **College Essay** is to help YOU...

- **Express who you are!**

Colleges receive many applications from students with similar grades and interests. However, a well-written essay can help you stand out in the crowd! Your essay is an opportunity to talk about some of the things that make you special and different from the other students.

- **Paint a picture of your experiences!**

Every student has unique life experiences that affect their decisions. In your personal statement, you can describe the experiences, ideas, and decisions that led you to seek a college education.

- **Discuss why you are choosing a particular college!**

In your essay, you can show the college why you want to become one of their students. You have a chance to explain what your educational goals are and how attending school at this particular college will help you accomplish your dreams.

I KNOW THE DEAL...

Have you written a personal statement or college essay before? Can you share what experience was like?

1. What did you write about?
2. How long did it take you to write your essay?
3. How many pages was it?
4. What school were you applying to?

Summer Youth Employment Program

COLLEGE ESSAY PREP LIST

Please take some time to **complete the chart below**. This information will help you write the first draft of your college essay or personal statement.

My present OR past extra-curricular activities are:	My present OR past volunteer work/ activities are:
1.	1.
2.	2.
3.	3.
My hobbies (the activities I do outside of school & work) are:	The classes I really enjoyed during high school are:
1.	1.
2.	2.
3.	3.
My top college choices are:	My intended college major is:
1.	1.
2.	2.
3.	3.
Some present OR past challenges I am overcoming are (this includes attitude, learning, financial, or family & personal problems):	Someone who inspires me (this can be someone you know or wish you knew) is:
1.	1.
2.	2.
3.	3.

Summer Youth Employment Program

SAMPLE COLLEGE ESSAY QUESTIONS

Colleges typically ask students **THREE** different kinds of questions. Review the essay categories below and think about how you would answer them.

1 THE "YOU" QUESTION

Many colleges ask for an essay that wants you to, "Tell us about yourself." The school just wants to know you better and see how you'll introduce yourself.

How to Answer:

This kind of essay gives you the chance to reveal your personality. While it may seem fun to write, it's important to create an outline and stay **focused**. Because these questions are so open-ended, people have a tendency to write about too many different topics.

So what's the best approach? Find just one or two things that will reveal your best qualities and avoid the urge to spill everything on paper.

Sample Questions:

"How would you describe yourself as a human being? What quality do you like best in yourself and what do you like least? What quality would you most like to see flourish and which would you like to see wither?"

(Bates College, Maine)

"Describe the most challenging obstacle you have had to overcome; discuss its impact, and tell what you have learned from the experience."

(Guilford College, North Carolina)

Summer Youth Employment Program

② THE "WHY US" QUESTION

Some colleges ask for essays about your school or career choices. They would like to hear about your future goals and see how serious you are about attending their school.

How to Answer:

Since you did a lot of research to select your schools, please include this information in your essay. It will show the college that you “did your homework” and have good reasons for selecting their school.

So what's the best approach? Make sure to double-check your facts! For example, don't say you want to attend Smith College and major in dance. Smith College doesn't have a dance major! This response will let the college you know haven't done your research.

Sample Questions:

"Why is UVM a good college choice for you?"

(University of Vermont)

"Describe your reasons for selecting Loyola College and your personal and professional goals and plans for after college."

(Loyola College, Maryland)

③ THE "CREATIVE" QUESTION

Some colleges will ask you to choose an item, national issue, famous person, or even a photograph to discuss in your essay. In this situation, the school is interested in how creative and thoughtful you can be as a student.

How to Answer:

Again, you have an opportunity to show your personality, so you should write about your real opinions.

So what's the best approach? Although the school is encouraging you to be creative, your essay should still use accurate facts. For example, if you write about a famous author in your essay, make sure to use the correct titles of his/her books.

Summer Youth Employment Program

When in doubt, use common sense as your guide! While schools do appreciate interesting ideas, you don't want to write about anything too risky, strange, or inappropriate!

Sample Questions:

"Indicate a person who has had a significant influence on you, and describe that influence."

(Common Application)

"In your opinion, what is the greatest challenge your generation will face? What ideas do you have for dealing with this issue?"

(College of the Holy Cross, Massachusetts)

"Who do you feel has served as the strongest Afro-American role model in the century and why?"

(Spelman College, Georgia)

Summer Youth Employment Program

ESSAY SUCCESS

The following tips will help you begin the first draft of your college essay with confidence.

★ **Answer the Question.**

Before you start writing, read the essay question carefully! Even if you have excellent writing skills, a college will NOT be impressed if you don't answer the question they ask.

★ **Be Original.**

Remember, admissions officers receive thousands of essays each winter – but you want yours to be memorable. Try writing about what makes you unique and different and admissions' officers will take notice.

★ **Be Yourself.**

If you are a naturally funny person, then use your sense of humor! Your essay should reflect your true personality. If you write honestly, then your essay will seem genuine and believable. If you put on an act, the admissions officers will see right through you.

★ **Leave the thesaurus on the shelf.**

In an effort to impress admissions officers, many students try to use the biggest words they can find. However, if the words are used incorrectly, admissions officers will be underwhelmed.

★ **Focus on your introduction.**

Most admissions officers only spend 2 minutes reading your essay. This means you should use your introduction to grab their attention and keep them reading.

★ **Get an outside opinion.**

You will make many, many revisions before you complete the final draft of your essay. Make sure to share your essay with one or two other people, who can provide an opinion on your topic and writing style.

Summer Youth Employment Program

APPLICATION CHECKLIST

I'M READY TO APPLY!

Place a check next to the application materials you as you collect them!

1. Completed application (online, common application, or paper application)

2. Three letters of recommendation (sealed with signatures over the flap)

Recommender 1

Recommender 2

Recommender 3

3. Standardized Test Scores (SATs or ACTs)

Most colleges and universities require SAT scores for admission. However, many schools will also accept the ACT. To find out when and where you can take these tests, please visit the websites below.

Want to sign up for the SAT?

<http://www.collegeboard.com/student/testing/sat/reg.html>

I will take the SAT on

Want to sign up for the ACT?

<http://www.actstudent.org/index.html>

I will take the ACT on

Summer Youth Employment Program



4. Transcript

You must send an official transcript to all of your college choices. Visit your guidance counselor to find out your school's policy on preparing transcripts. If you mail the transcript to a college yourself, please do NOT open the sealed envelope. Colleges will not accept a transcript that has been opened.



5. College Essay

This is often the most difficult part of the college application process. After all of your hard work, make sure to proofread your final draft for spelling and grammatical errors. If possible, ask at least one other person to read your essay before you submit it.



6. The Application Fee

Don't forget to include your application fee! If you are eligible for a fee waiver – please include it. For paper applications, attach a check to the front of the application with a paper clip. If you decide to apply online, you or your parents can pay with a debit or credit card.

GOOD LUCK!!!

Summer Youth Employment Program

OVERVIEW: THE TRANSITION

- Review **A New Beginning** and explain the purpose of this workshop to students. Be certain to mention the three objectives that will be covered.
- Discuss **The Transition** period with students.
- Pass out the **Peer Mentorship** handout. Ask students to complete the worksheet. Upon completion, separate students into groups (at least one college student and 3 – 4 rising college freshmen). Give students a few minutes to discuss the transition to college. Afterward, ask each group to share what they discussed/ learned.
- Pass out the **Perfect Timing** handout and review the four time management errors that new college students make as they transition from high school.
- Pass out the **Under Control** handout and explain the purpose/ use of essential college planning devises (desk calendar, daily planner, to-do list)
- Pass out the **Here Comes Success** handout and explain the six rules that will help students become academically successful in college

Summer Youth Employment Program

A NEW BEGINNING

You've taken your Regents, studied for the SATs, completed several college applications, and spent many sleepless nights worrying about the outcome.

Now, after all of that hard work, you've finally achieved your goal -- you're a college student! We congratulate you on your success, but this is only the **BEGINNING...**

The life of a college student is complicated! To help you stay focused and succeed this fall, we'll tackle some of your toughest college issues:

- ① Time Management
- ② Study Skills
- ③ Social Life

Summer Youth Employment Program

THE TRANSITION

After four, long years of high school, you finally figured everything out! You learned how to study, participate in extra-curricular activities, and successfully manage your social life all at the same time.

With all of that preparation, college should be easy, right?

Well, sort of...

Some students are so excited by their freedom that they forget to focus on academics. Neglecting school responsibilities can lead to some basic first year mistakes.

But with a little time and effort, you can easily get back on track! Your College advisor can help you survive college and prepare for the new challenges ahead.

Summer Youth Employment Program

PEER MENTORSHIP

Current College Students: You possess incredibly valuable knowledge about the college experience. As future leaders, we hope you will share your insight and opinions with other Ladders interns as they prepare for college.

Rising College Freshmen: Have you ever wished that someone would tell you the real deal about life as a college student? Here's your chance! Ladders college interns are an excellent resource and their advice might help ease your transition from high school to college.

Please complete the chart below and discuss your experiences and expectations as a group!

CURRENT COLLEGE STUDENTS:	RISING COLLEGE FRESHMEN:
What mistakes did you make as a freshman?	How will college be different from your high school experience?
①	①
②	②
③	③
④	④
⑤	⑤

Summer Youth Employment Program

PERFECT TIMING

After discussing freshmen year mistakes with your peers, did you notice a common theme? What underlying issue was the source of their problems?

It's likely the trouble started with Time Management!

In fact, the number one difference between high school and college students is **HOW** they manage their **TIME**.

With Great Freedom, Comes Great Responsibility...

Unlike high school students, college students are expected to assume complete responsibility for scheduling their own time. Adjusting to this change can be challenging for the following reasons:

① I'M IN CHARGE?

For the first time ever, you are the sole organizer of your academic and social schedule! While this is exciting, it can also be a little intimidating. In high school, life seemed a lot easier because others managed your time for you. Someone was always around (principals, teachers, parents) to monitor your progress or remind you about deadlines. However, in college, these tasks rest squarely on your shoulders.

Summer Youth Employment Program

② WHATEVER, I HAVE PLENTY OF TIME...

As a college student, you will spend less time in the classroom than you did in high school. While the average high school student attends class five days a week, 7 hours a day, college students usually attend one or two lectures a day (a total of approximately 3 hours).

With so much free time, new college students assume they can finish their work easily. However, many fail to realize that college workloads are much heavier and assignments will take a lot longer to complete. This means that students often run out of time and end up rushing to finish assignments at the last minute.

③ CRAM-O-RAMA...

In college, cramming is much less effective. Last minute cramming works better in high school because most exams require simple memorization. Students don't necessarily need an in-depth understanding of the material to get a good grade.

However, studying for college exams requires a thorough reading of the course material, which can be very time-consuming. Additionally, each exam covers such enormous amounts of information that last minute cramming isn't very helpful. This means college students need to focus on prioritizing and setting aside adequate study time.

④ WORKING NINE TO FIVE...

While high school was certainly difficult at times, attending college is like working a full-time job. If you are a full-time college student taking 15 credits per semester (that's five classes), you should be studying two or three hours per class.

Here's the quick math....

*15 credits x 2 hours (30 hours) **OR** 15 credits x 3 hours (45 hours).*

This means that you should be studying between 30 – 45 hours each week **outside of the classroom** to understand the material at a level your professor will find adequate.

Summer Youth Employment Program

Now that you understand the importance of time management, **Let's Get Organized!**

With all of the excitement on campus, even a student with an excellent memory can overlook or forget assignments. The following tools will help you keep track of your coursework and due dates. Most importantly, this method of organization will help you decide where and how you should spend your time each day.

You can effectively manage your time using the simple organizational tools below. If you prefer, you can use a computer to schedule and keep track of your assignments too!



Yearly Desk Calendar

Daily Planner

To-Do List

Summer Youth Employment Program

What Should I Do With This? At the beginning of the semester, each professor will give you a **syllabus**. Your syllabus provides a list of the required readings for each week, exam and presentation dates, and the professor's contact information (office address, telephone number, and email).

Gather all of your syllabi and write down the important dates on your desk calendar (exams, papers, etc). Your calendar will help you keep track of your deadlines for the next four months. It will also help you plan for your most difficult weeks.

For example, if you have two papers and an exam in the same week, you might decide to finish one paper a week early, so you have more time to study for the upcoming exam.

September 2008

August 2008							September 2008							October 2008						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6								
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

Home

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
7	8	9	10 Philosophy Paper	11	12	13
14	15	16 Spanish Presentation	17	18	19 History Paper	20
21	22	23	24 Calculus Exam	25	26	27
28	29	30	1	2	3	4

Summer Youth Employment Program

What Should I Do With This? The daily planner will help you budget your time each day so you can stay organized and accomplish your goals. And the best part is that it only takes **5 minutes!**

Right before bed, take out your planner and fill in your schedule. For some people, it helps to plan from the moment the alarm goes off until you get into bed.

To get a better understanding of how a daily planner works, please review the sample below

Wednesday, September 17

Week 38 of 2008

September 2008							October 2008						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	



Summer Youth Employment Program

UNDER CONTROL: TO DO LIST

What Should I Do With This? It might seem simple, but To-Do Lists are great motivators! Aside from helping you remember important tasks, crossing items off your list will give you a sense of accomplishment.

NOTE: To-Do Lists are even more effective when you separate your tasks. You might want to break your list up into the following categories:

- 1. Academic Tasks (all papers, presentations, exams)
- 2. Errands (going to the store, getting a haircut)
- 3. Social Engagements (dances, parties, dates)



Summer Youth Employment Program

HERE COMES SUCCESS

Success is simple.
Do what's right,
the right way,
at the right time.

With the proper study techniques, you can reach your full potential in the classroom. The tips below will help guide you along the path to academic success!

① Attend Class!!! Skipping class can lead to disastrous results.

Although it's incredibly tempting to skip class, your attendance is **MANDATORY** (even if the professor doesn't call roll). Because college classes move at such a rapid pace, you can easily fall behind if you miss too many lectures. Aside from missing important course material, you will also miss scheduling updates regarding exams, review sessions, and project deadlines.

REMEMBER: Skipping class means you are throwing hundreds of dollars away each week!

Depending on the school, **ONE** college credit (the average class is three credits) can cost between \$300 - \$1,000 dollars per semester!

② Ahead of the Curve. Getting an early start will decrease your stress.

During the semester, there will be weeks when you have multiple assignments due at the same time. So, what's the solution? Try reading ahead for your classes at the beginning of the semester when your workload is still relatively light. As the semester progresses and things become more hectic, you can take a few days "off" to focus on paper or exams without falling behind in your reading.

Summer Youth Employment Program

③ Take the Credit & Run! Extra credits assignments always pay off.

Many professors are happy to offer extra credit assignments to their students. These projects are intended to help students expand their knowledge of a particular subject area while improving their grades.

While the point value of these assignments will vary by professor, the extra work is certainly worthwhile. Some professors offer bonus points on exams, while others are willing to increase your final grade by as much as 5% (this could move you from a B- to a B). However, students often ignore these extra credit assignments because they think:

*"It's optional, so I don't really **HAVE** to do it".*

"I'm too busy to do this. I already have enough work".

"This can't be that important. If it was, the professor would make it mandatory".

REMEMBER: Taking the initiative to complete an extra credit project will pay off in the future! If you happen to score poorly on an assignment during the semester, those points could give you the boost needed to bring your grade up. Plus, your professor will likely remember you as hardworking and ambitious – and that's a good thing!

④ Keeping it Real. Academic dishonesty will be penalized.

All colleges and universities have an academic honor code that strictly prohibits plagiarism, cheating, and academic dishonesty of any kind. Schools take this code of conduct very seriously and students who violate those rules are severely penalized. Punishments range from receiving a failing grade in the course to expulsion.

To avoid academic dishonesty, students should always:

1. *Work independently on papers and projects. Unless your professor assigns group work, completing assignments with the help of others might be considered cheating.*
2. *Use citations! When paraphrasing or taking direct quotes from someone else's work, please cite the author!*
3. *Don't leave your assignments until the last minute! Students are more likely to plagiarize or cheat when they are in a hurry to complete an assignment by the deadline.*

Summer Youth Employment Program

5 Give it a Rest. **Never underestimate the importance of a good nap.**

College is fun! There are countless opportunities to socialize and spend time with your peers, but all of this activity can be tiring. If you spend all day studying and all night partying, it won't be long before you're completely exhausted.

Without adequate rest, it becomes more difficult to fulfill your academic and social obligations. Not only will you find it hard to stay alert in class, but sleep deprivation also affects your immune system. If you fail to get enough rest, you can get sick (this is why students often catch colds during midterms and finals), which will slow you down even more!

REMEMBER: If you're feeling a little run down, do yourself a favor and take a quick, power nap. Just 30 minutes is all you need to temporarily refresh your energy supply.

6 I Need a Hand! **Everyone needs help sometimes.**

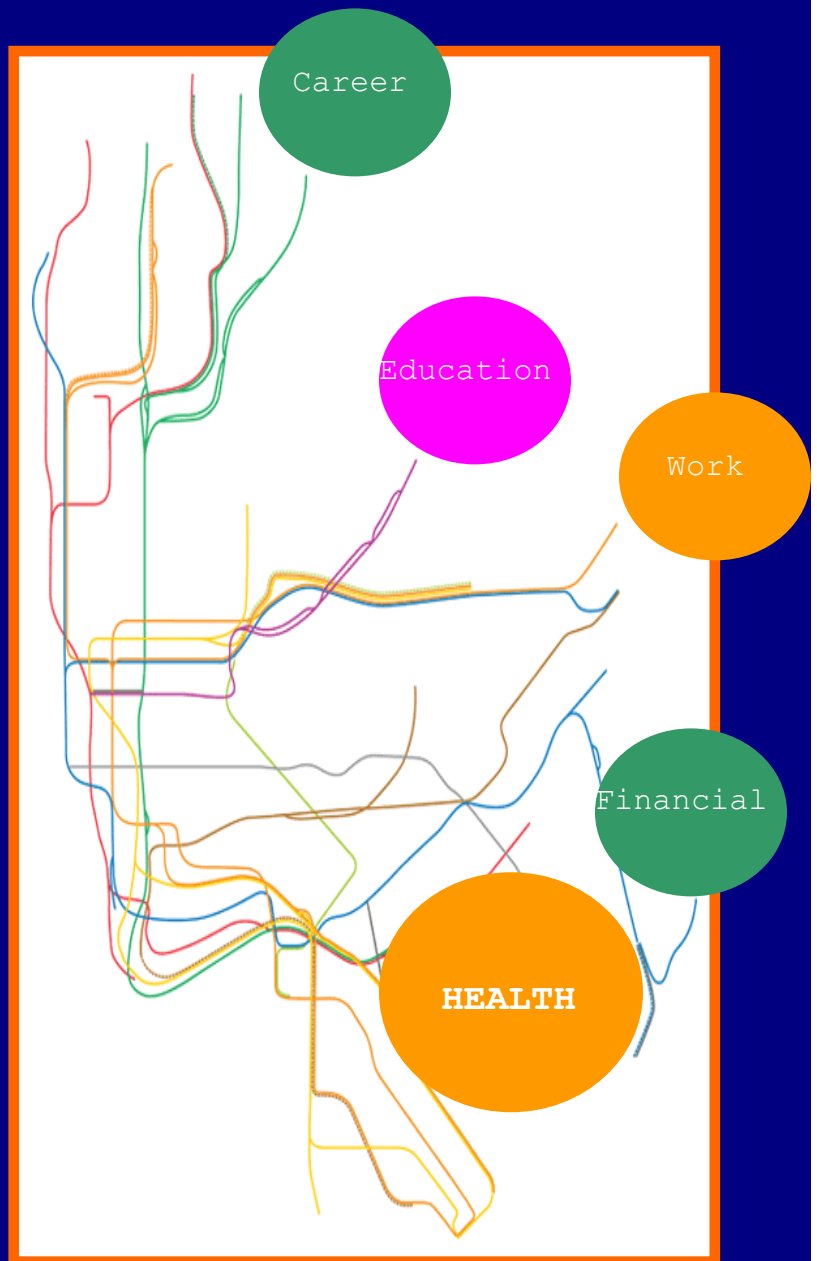
Many students find it difficult to ask for help when they are struggling with a class. Some are just too embarrassed to seek assistance, while others aren't sure where to go for help. Whatever the reason, it's important to take the initiative and get help as soon as you detect a problem. If you wait too long, your grades will certainly suffer.

To get extra academic assistance, try contacting one of the following:

1. **Your Professor.** *Every professor has office hours (usually listed on the syllabus). Office hours are set times when the professor is available to meet with students to chat or answer questions. If you'd like some extra help, email your professor and make an appointment to visit him/her during office hours. Some professors are less formal and welcome students to visit any time during office hours without an appointment.*
2. **Your Advisor.** *Most students are assigned an academic advisor at the beginning of the year. Make an appointment or drop by your advisor's office and ask about on-campus tutoring services. Your advisor can point you in the right direction or even coordinate the tutoring services for you.*
3. **A Tutor.** *You can always contact a tutor directly to set up an appointment. Tutoring ads are often posted all over campus by various academic departments and student organizations. These services are usually free of charge.*

Pathways to
Success:

Where
will
your
summer
take
you?



NYC

Department of
Youth & Community
Development

Summer Youth Employment Program

LESSON FIVE: A NEW WORLD

HEALTH

“Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.”

~World Health Organization, 1948

The following lesson on **Health** will help the youth you serve to:

1. Learn how to cope and deal with stress
2. Learn about Sexually Transmitted Disease
3. Improve their overall physical health

Summer Youth Employment Program

A LITTLE PLANNING...

RESOURCES

It is essential that staff possess the knowledge to answer questions **OR** direct youth to additional resources. The following websites provide excellent information on Mental, Sexual and Physical Health

- Planned Parenthood
<http://plannedparenthood.org>
- New York City Department of Health and Mental Hygiene
www.nyc.gov/health

MATERIALS

When preparing to teach this lesson, you will need the following materials:

1. A blackboard or whiteboard
2. Chalk or Markers
3. Copies of the following handouts:

All Stressed Out	List of Common STDs	Causes of Obesity	Food Pyramid
The Blues	Prevention	Health Risk of Obesity	Understanding your Caloric Intake 1,2,3
Understanding Self Harm	Know the facts	Making Changes	Caloric Limit
STDs	STDS Match up	Exercising	

NOTES ON THIS LESSON

- ★ These activities work best with adolescents 14 – 24.

Summer Youth Employment Program

STRESS AND DEPRESSION

- Begin the conversation by asking students if they have ever been stressed. What stresses them out? What do they do to deal with stress?
- Pass Out "**All Stressed Out**" *Handout* (3 pages) and review the tips that will help students cope with stress on a daily basis
- Ask students if they can name some of the symptoms of depression. What do they think causes depression? Pass out "**The Blues**" *Handout* and review the common causes and symptoms of depression.
- Ask students if they have ever heard of "self-harming". Pass Out "**Understanding Self-Harm**" *Handout* and explain the phenomenon, the causes, and what you can do to help someone suffering.

Summer Youth Employment Program

ALL STRESSED OUT

A Little Bit Goes a Long Way...

Most of the time people view stress as a negative feeling. However, research shows that a little stress can actually be good for us! Small amounts of stress can motivate you to work harder and more efficiently at school or work and can even help you excel in athletics. However, problems arise when:

1. **There's too much stress**
2. **You don't have the coping skills to handle it**

Anxiety Overload?

Need some stress control tips? If you find yourself overwhelmed by how much you have to do and how little time you have to do it, then the advice below might help:



1 Identify the problem.

Sometimes we're so stressed we don't even know where to begin. Try taking a moment to write down all of the things you are trying to accomplish. Next, on a scale of 1-10 (1 = little or no stress, 10 = maximum stress), rate each thing on your list.

As difficult as it might be, it's best to begin with the project that stresses you the most. Of course, your instincts tell you to procrastinate and leave the worst task until the end. However, putting off the project will just increase your stress as you continue to worry about it over a long period of time.

Summer Youth Employment Program



Think positive.

Yes, it sounds simple --- and it is! If you repeatedly tell yourself that you can do something, you'll actually boost your confidence enough to accomplish the task. However, when we become consumed with stress, we start to say things, like:

"This is impossible" or "There's no way I can do this". If you focus on achieving your goals instead of thinking about potential failure, you'll get the job done.



Relax and release.

Adding a few, easy relaxation tips to your daily life can significantly ease your stress and help you release the extra tension. **TAKE 5 and try the following tips:**



Breathe. When you start to feel panicked or overwhelmed, take some deep breaths. By slowing your breathing, your heart rate decreases. This helps you calm down a bit so you can refocus your attention.

Start by inhaling deeply through your nose. Hold the breath for four seconds. Now, **slowly** exhale through your mouth. Continue to exhale until you feel like you have pushed all of the air out of your lungs. Repeat 4 times.



Exercise. The type of exercise is completely up to you. Anything from yoga to a short run can relieve stress. Specifically, physical activities increase the production of chemicals in the brain called endorphins, which make people feel happy!



Books and music. Take a 30-minute time out. After a long, hectic day taking some time to listen to your favorite music or reading a chapter of a good book can help you shut off the day's stress. Even if you have to get back to work later, at least you'll feel refreshed.

Summer Youth Employment Program



Eat well. Poor eating habits deprive your body of the nutrients needed to function – leaving you exhausted, irritable, and less able to cope with stress. If you rely too heavily on caffeine or sugar to keep you going, you'll inevitably crash. Try to squeeze in some healthy snacks like yogurt, fruit, pretzels, or nuts if you need an energy boost.



Bedtime! Although this seems like a nearly impossible task, try your best to get at least 7 hours of sleep each night. Stress levels increase significantly when you are exhausted. Simply put, your body is just too tired to deal with any anxiety, so even the smallest problem or disruption will stress you out.



Clean House! You might find this surprising, but cleaning is the ultimate stress buster! Not only does housekeeping provide a positive distraction, but it also creates order. Many times, we become stressed because things are too chaotic or messy. Throwing out unnecessary clutter will make it easier to find important materials and stay organized.



Rain check? We all agree that social activities are fun, but committing to too many can be stressful. If you feel like you don't have a moment to spare, politely decline some of your social invitations. In most cases, once you explain that you have work to do, your friends and family will happily reschedule.



Laugh! A good laugh is sometimes the best cure for stress. If you're feeling down and tense beyond belief, spending some time with a friend who cracks you up or watching a silly, comedy can really lift your spirits.

Summer Youth Employment Program

THE BLUES

Everyone feels a little sad or depressed sometimes.

While it is completely normal to have the occasional sad day, severe depression is a prolonged, unpleasant experience that requires special attention.

It is especially important that young adults take notice of the symptoms, which can emerge as early as junior high school.

Adolescent Girls
Early signs of depression often begin after puberty. When the female body starts to change, many girls experience a drop in self-esteem, which leads to increased sadness.

Adolescent Boys
Instead of the typical symptoms we associate with depression (crying, sadness), young males express anger and often have violent outbursts when they are depressed

So, What Causes Depression?

Depression can be triggered by a number of issues. The following are the most common factors that cause or contribute to depression:

1. **Loss of a loved one**
2. **Traumatic childhood events (ex: physical or sexual abuse)**
3. **Chronic stress or anxiety**
4. **Chemical imbalances in the brain**
5. **A family history of depression (depression can be linked to genetics)**

Summer Youth Employment Program

THE BLUES

Can't Seem to Shake Those Sad Feelings?

Listed below are some potential symptoms of depression. If you (or a friend) are experiencing several of the feelings below, you should speak to a parent/guardian or your family doctor.

1. Constant sadness lasting more than 2 weeks
2. Losing interest in your favorite things/ activities
3. Finding no fun or enjoyment in life
4. Loss of self-confidence
5. Feeling empty inside
6. Feeling guilty or worthless
7. Thoughts of death or suicide
8. Feeling bored all the time
9. Loss of energy, constantly feeling tired
10. Increased headaches or stomachaches
11. Changes in **sleeping patterns** (difficulty falling asleep, waking up frequently at night, or sleeping excessively)
12. Changes in eating patterns (loss of appetite OR gaining weight)
13. Performing poorly in school
14. Trouble concentrating
15. Using alcohol or drugs to feel better

Summer Youth Employment Program

UNDERSTANDING SELF HARM

What is Self-Harm?



Some people have difficulty expressing their emotions with words, so they use physical actions. Many self-harmers believe that the physical pain gives them an emotional release, while others use the pain to punish themselves.

Some Self-harming Behaviors Are:

Burning

Picking Skin

Tearing Out Hair

Small Overdose

*Cutting is the **most** common self-harming behavior. Approximately 65% of self-harmers cut themselves. The intent is NOT to commit suicide, but to release pain.*

Self-harming usually takes place in private and individuals are very secretive about it.

Taking a small overdose is the second most common self-harming behavior, which often sends victims to the hospital.

Summer Youth Employment Program

UNDERSTANDING SELF HARM

Why Do People Self-Harm?

There are a variety of reasons why people engage in self-harming behaviors. However, the triggers usually include:

- Low self-esteem
- Abuse (sexual, physical)
- Bullying
- Death in the family
- Depression and anxiety
- Work, money, relationship problems

How Can I Help?

People dealing with self-harming behaviors need supportive family and friends. Although it might be difficult to understand their experience, it's important to let them know that you aren't judging them.

In particular, there are two things you can do to help:

1. Teach them better ways to cope with stress (see **All Stressed Out!**). If a self-harmer can learn positive methods to channel their pain or anxiety, they are less likely to inflict physical injury upon themselves.
2. Direct them to **confidential** counseling. Self-harm victims need to reveal their true feelings in a safe place with someone they trust, who can help them deal with their emotions.

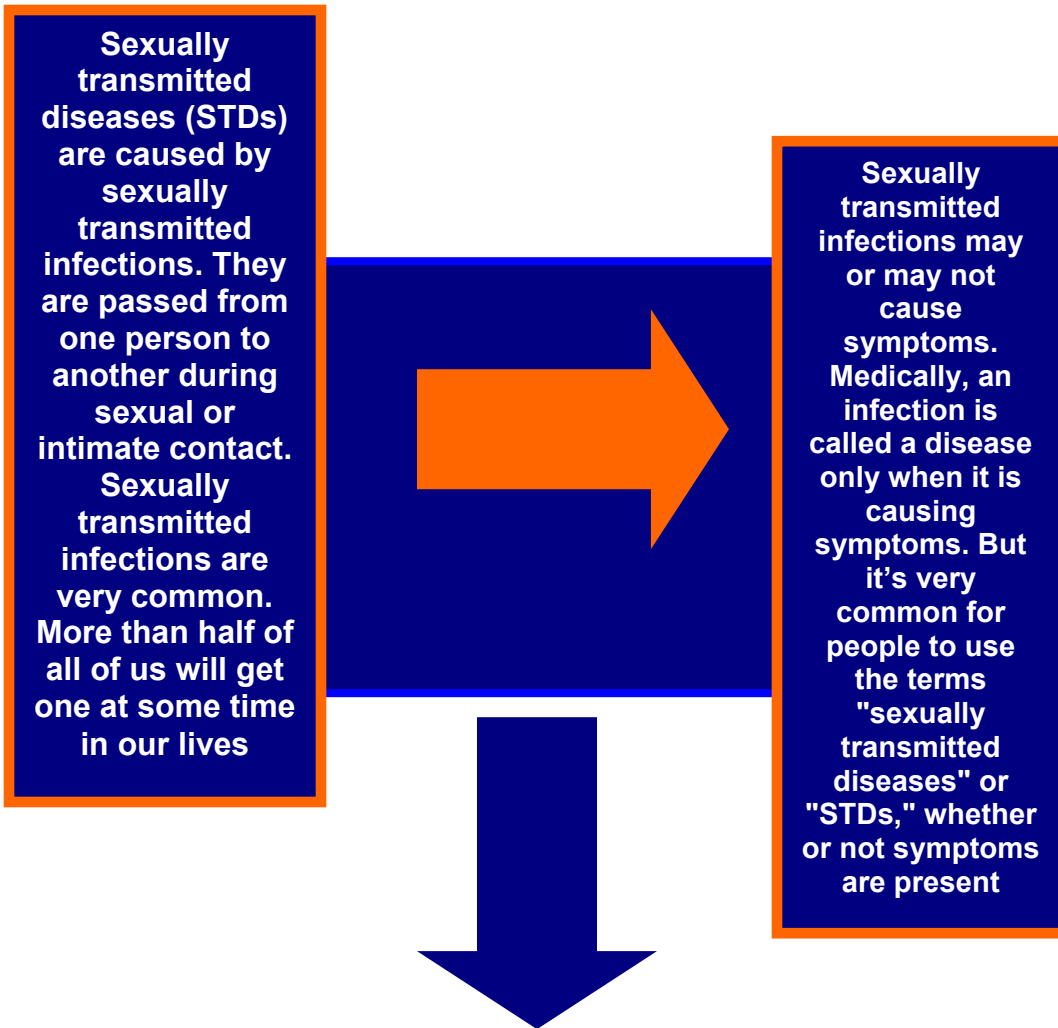
Summer Youth Employment Program

OVERVIEW: SEXUALLY TRANSMITTED DISEASES

- Begin the conversation by asking students if they know what Sexually Transmitted Diseases (STDs) are?
- Pass Out “**List of Common STD’s**” *Handout* and review the handout with the participants.
- Ask students if they can name some of the things that can do to prevent them from contracting a STD?
Pass Out “**Prevention**” *Handout* and review the common prevention methods they can utilize.
- Pass Out “**Know the Facts**” *Handout* and explain to participants why it’s important to be aware of facts surrounding STDs.
- Pass Out “**STD Match Up**” *Handout*. When students have completed the exercise please engage in discussion.

Summer Youth Employment Program

SEXUALLY TRANSMITTED DISEASES



DID YOU KNOW?

- Every year 3 million teens--about 1 in 4 sexually active teens-get a Sexually Transmitted Disease (STD).
- Chlamydia and gonorrhea are more common among teens aged 15-19 than any other age group.
- In 2005, research showed nearly half of high school students have had sex.
- Some studies show that up to 15% of sexually active teenage women are infected with the human papillomavirus (HPV), many with the type of HPV that is linked to cervical cancer.

Summer Youth Employment Program

LIST OF COMMON STD'S

AIDS and HIV

Human immunodeficiency virus or HIV, is a virus that attacks the immune system resulting in Acquired Immunodeficiency Syndrome, or AIDS.

GONORRHEA

A treatable bacterial infection of the penis, vagina or anus that causes pain, or burning feeling as well as a pus-like discharge. Also known as "the clap".

CHLAMYDIA

A treatable bacterial infection that can scar the fallopian tubes affecting a woman's ability to have children.

HERPES

Genital herpes is a recurrent skin condition that can cause skin irritations in the genital region (anus, vagina, penis).

SYPHILIS

A treatable bacterial infection that can spread throughout the body and affect the heart, brain

Summer Youth Employment Program

PREVENTION

Can STDS be prevented? Of Course! Please review the following Tips below to see how this is possible!

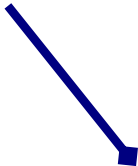
- Abstinence, or not having oral, vaginal or anal sex, is the best way to protect yourself. It is possible to get an STD even without having intercourse (penis in the vagina, mouth or anus) through skin-to-skin contact.
- If you have sex, choose only one partner who you know well and trust. Someone who only has sex with you. This is called "mutual monogamy. Use latex condoms correctly for any type of sex (vaginal, oral or anal) from start to finish.
- Limiting your number of sex partners helps reduce your risk of getting an STD. But remember, just because you and your partner may be monogamous with each other, the risk of getting an STD is increased by the number of previous sexual partners either partner has had.
- Always use water-based lubricants (like K-Y jelly, Astroglide or glycerin) with latex condoms. Oil lubricants, like petroleum jelly, baby oil or cooking oil, can cause latex condoms to break.
- Sometimes infection can spread to or from areas like the scrotum or anal area. STDs like herpes and genital warts are spread through skin-to-skin contact, not fluid exchange.
- A female condom is available and may protect these areas better, but it is NOT to be used with a male condom.

Summer Youth Employment Program

KNOW THE FACTS

Know the Facts. Know for Sure. IT'S IMPORTANT!

- ❖ If you or your partner has had sex, especially if it was unprotected, you may have an STD and not know it.
- ❖ Remember that in many cases, people don't have symptoms of STDs but may still be able to transfer an infection to their partner.
- ❖ If you think you have an STD, there is something you can do about it. The only way to know for sure is to be tested. Call 311 and they will refer you to a testing site in your borough.
- ❖ STDs like chlamydia, gonorrhea and syphilis are curable. While not curable, diseases like HIV, HPV, herpes and hepatitis B are treatable.
- ❖ If left untreated, STDs can lead to long-term consequences, like infertility, long-term pain or cancer.



IF YOU THINK YOU HAVE AN STD WHAT SHOULD YOU DO?

✓

.....

.....

.....

.....

.....

.....

Summer Youth Employment Program

STDS MATCH UP?

ARE YOU READY?

Direction: Match up Column A with a definition from Column. Put the number from Column B in the space next to column A.

Column A

A. Chlamydia _____

B. Syphilis _____

C. HIV _____

D. Herpes _____

E. Gonorrhea _____

Column B

1. A virus that attacks the immune system resulting in AIDS

2. A treatable infection affecting a woman's ability to have children

3. A treatable bacterial infection of the penis and vagina which causes pus like discharge

4. A bacterial infection that's affects the brains

5. A recurrent skin condition that can cause skin irritations in the genital region (anus, vagina, penis).

Remember: If you call 311 and ask about testing, they cannot diagnose you over the phone. You will need to go to the clinic and get tested to know for sure if you have an STD.

Summer Youth Employment Program

OVERVIEW: OBESITY

- Begin the conversation by asking students to define the term obesity.
- As participants give definitions, list the answer on the board
- When students have finished offering suggestions, share the following definitions with them:

Obesity: increased body weight caused by excessive accumulation of fat

- Pass Out “**Causes of Obesity**” *Handout* and review with the participants.
- Ask students to name some of the diseases someone can develop from being obese.
Pass Out “**Health Risk of Obesity**” *Handout* and review the common diseases associated with being Obese.
- Pass Out “**Making Changes**” *Handout* and explain to participants why it’s important to be aware of the steps to take when someone decides to tackle obesity.
- Pass Out “**Exercising**” *Handout* and engage students in discussion. Ask students why exercise is necessary?
- Pass Out the “**Food Pyramid**” *Handout*. Have participants identify foods they commonly eat. Ask participant if they eat food from each group on a daily basis. Review the pyramid with participants and engage in discussion.
- Pass Out “**Caloric Limit**” *Handout* ask participants to define calories?
- As participants give definitions, list the answers on the board

Summer Youth Employment Program

- When students have finished offering suggestions; share the following definitions with them:
Calories: a unit of measure for the energy value of food
- Ask Students why it is necessary to manage ones caloric intake. Pass Out “**Understanding your Caloric Intake 1**” *Handout* and engage in discussion.
- Pass Out “**Understanding your Caloric Intake 2**” *Handout* and review the chart with students.
- Pass Out “**Understanding your Caloric Intake 3**” *Handout* and walk the students through the samples of what makes up a serving size. Engage students in discussion.

Summer Youth Employment Program

OBESITY

Whatever your

age

gender

race

Obesity can affect us all.

Obesity

Obesity is a complex disease for which no single cause or cure exists. You gain weight when you take in more calories than you burn off. Obesity is influenced by many other factors, also: your family history, the type of work you do, your race, and your environment.

Overeating is easy in our culture today. Portions at fast-food and other restaurants are "super-sized" to the point that one meal can provide an entire day worth of calories. Food is also a focal point of social activity. Gatherings of family and friends, work events, and holidays are usually centered on food.

In this day and age people are less active than ever. Some people hate to exercise and others may not have the time. Also, many of the conveniences of modern day living ;(cars, trains, buses, remote control T.V.), promote people to be more relaxed resulting in less natural exercise.

Summer Youth Employment Program

CAUSES OF OBESITY

Low self-esteem. Being overweight or obese may lower your self-esteem and lead to eating as a way to comfort yourself. Repeated failure at dieting also can affect your self-esteem and make it even more difficult to lose weight.

Emotional concerns. Emotional stress, anxiety, or illnesses such as depression or chronic pain can lead to overeating. Some people eat to calm themselves, to avoid dealing with unpleasant tasks or situations, or to dampen negative emotions.

Trauma. Distressing events, such as childhood sexual, physical, or emotional abuse; loss of a parent during childhood; or marital or family problems, can contribute to overeating.

Alcohol. Alcohol (beer and mixed drinks) is very high in calories. Drinking alcohol may cause you to gain more weight around your stomach.

Medicines or medical conditions. Some medical conditions and medicines may also cause weight gain. Examples include having Cushing's syndrome or hypothyroidism or taking antidepressants corticosteroids.

Summer Youth Employment Program

HEALTH RISK OF OBESITY

If you are OBESE, you are more likely TO DEVELOP.....

**TYPE 2
DIABESTES**

**HIGH BLOOD
PRESSURE**

**HIGH
CHOLESTEROL**

**CORONARY
ARTERY
DISEASE**

STROKE

Summer Youth Employment Program

MAKING CHANGES

To make big changes in your lifestyle, you have to be committed. Ask yourself if this is the right time. Are you ready to make a well thought-out plan and stay with it? Do you have the support of your family and friends? Have you talked with your doctor, and do you know what your first steps will be?

- 1 Identify things that cause you to gain weight.
- 2 Make lifestyle changes instead of dieting

Your doctor may recommend the following professionals to help you make changes:

A registered dietitian can help you determine how many calories you need and how best to get them.

An exercise specialist or personal trainer can help you plan a safe and effective exercise program.

Summer Youth Employment Program

EXERCISING

Health Benefits of Regular Physical Exercise: What are the Facts?

Regular physical activity provides enormous health benefits

It helps reduce heart disease, cancer, type 2 diabetes and many other diseases and metabolic conditions.

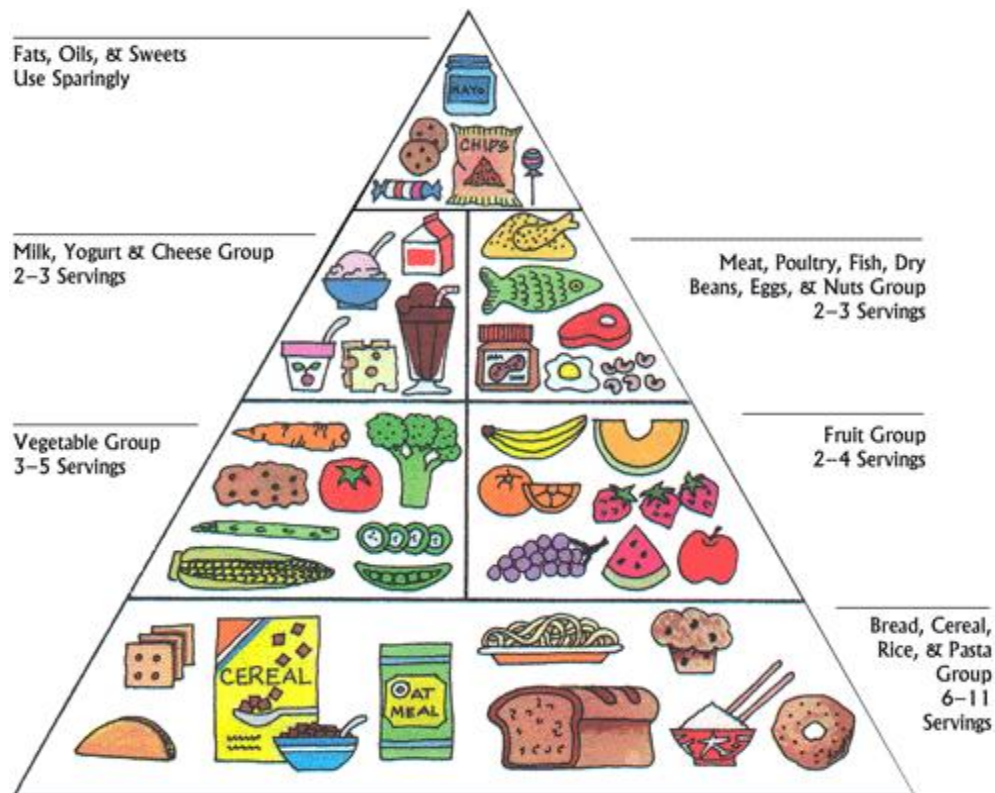
Regular fitness exercise is also highly beneficial for weight reduction and weight maintenance, and may improve brain chemistry to reduce depression.

Health studies that have monitored the wellbeing of large groups of people over many years clearly show that inactivity significantly increases the risk of overweight, obesity and chronic diseases.

Summer Youth Employment Program

FOOD PYRAMID

The Food Pyramid below was developed by the US Department of Agriculture (USDA), is an excellent tool to help you make healthy food choices. The food pyramid can help you choose from a variety of foods so you get the nutrients you need, and the suggested serving sizes can help you control the amount of calories, fat, saturated fat, cholesterol, sugar or sodium in your diet.....



Summer Youth Employment Program

CALORIC LIMIT

So what's Your Caloric Limit?

You need to have enough calories every day in order for your body to have the nutrients it needs. How many calories you take in depends on a variety of factors including your:

- . Age
- . Sex
- . Size
- . Activity level
- . Whether you have a chronic illness

Summer Youth Employment Program

UNDERSTANDING YOUR CALORIC INTAKE

The National Academy of Science recommends the following calorie categories.....

Many sedentary women and some older adults



1,600 Calories

Children, Teenage girls, active women and many sedentary men



2,200 Calories

Teenage boys, active men and very active women



2,800 Calories

Summer Youth Employment Program

UNDERSTANDING YOUR CALORIC INTAKE

How Many Servings Are Right For You ?

Now that you know how many calories are suggested, here is a chart that can help you figure out how many servings of each food group you need.

	1,600	2,200	2,800
Grain Group Servings	6	9	11
Vegetable Group Servings	3	4	5
Fruit Group Servings	2	3	4
Milk Group Servings	2-3	2-3	2-3
Meat Group	5	6	7

Summer Youth Employment Program

UNDERSTANDING YOUR CALORIC INTAKE

So What's a Portion Anyway?

This is where the food label can come in handy. For portion size on items like canned soup, yogurt, snack foods, sauces, etc., you can discover what is considered one serving by checking the top of the food label.

Here are some samples of what makes up one serving size:

About That Nice Big Bowl of Pasta

What's a Serving of Bread, Cereal, Rice or Pasta?

- One slice of bread
- 1 ounce of ready-to-eat cereal
- 1/2 cup of cooked cereal, rice or pasta

Does One Carrot Cut It?

What's a Vegetable Serving?

- 1 cup of raw, leafy vegetables
- 1/2 cup of other vegetables cooked, or chopped raw
- 3/4 cup of vegetable juice

It's the Berries

What's a Fruit Serving?

- 1 medium apple, orange or banana
- 1/2 cup of chopped, cooked or canned fruit
- 3/4 cup of fruit juice

Remember Your Dairy

What's a Serving of Milk, Yogurt and Cheese?

- 1 cup of milk or yogurt
- 1 1/2 ounce of natural cheese

Summer Youth Employment Program

OVERVIEW: SUBSTANCE ABUSE

- Pass Out “**Up in Smoke**” *Handout* and discuss the reasons why people smoke. Ask students if they have ever tried cigarettes before; if so, why? Did they smoke for any of the reasons listed on the worksheet?
- Pass Out “**Do you Think Marijuana is A Drug?**” *Handout* and discuss the effects, risks, and warnings associated with the commonly used drug.
- Review **Prescription Problem** and ask students if they have ever heard of this drug phenomenon. What do they think about it?

Summer Youth Employment Program

SMOKING

Health research indicates that nearly 33% of people under the age of 24 smoke cigarettes.

Although people have different reasons for smoking, the following are the most commonly cited explanations.



① “It relaxes me”

Smokers often say that cigarettes provide a relaxing or calming effect when they are feeling stressed or anxious.

Tobacco contains the drug nicotine, which is actually a stimulant. If anything, stimulants arouse the nervous system and can make you feel more jittery or anxious. It's likely that a smoking habit just distracts people from the stress, but doesn't have any real chemical effect on it.

② “It keeps me thin”

It's been said that cigarettes curb the appetite and help smokers stay thin.

This is totally false. Smoking should not be used as a method of weight control. Furthermore, giving up cigarettes won't make you gain weight either! Many ex-smokers put on a few pounds because they substitute food for cigarettes. Every time a craving strikes, they eat.

Summer Youth Employment Program

③ “It’s rebellious”

The media has often portrayed an image of smokers as being sophisticated or rebellious – characteristics that over 40% of youth find desirable.

Cigarette advertisements have had such an influence on children and adolescents that many big tobacco companies have been forced to pull their ads from billboards and certain magazines because the ads were said to encourage teen smoking.

④ “My friends smoke too”

It seems that **peer pressure** has an incredible effect on whether or not young adults will try cigarettes.

Students with high self-esteem are less likely to crack under the pressure to smoke because they feel confident enough in themselves to ignore their peers' opinions of what they should do.

⑤ “Well, my parents smoked when I was a kid”

Young adults growing up around cigarette smokers are more likely to pick up the habit.

In fact, some begin smoking at home with cigarettes taken from their parents or siblings. However, a number of these young adults develop an aversion to smoking because they spent so much time around it as children.

Summer Youth Employment Program

DO YOU THINK MARIJUANA IS A DRUG?

Marijuana or Cannabis is the most commonly used **illegal** drug among adolescents in the United States because it is:

1. ***Easily accessible***
2. ***Relatively inexpensive***
3. ***Thought to be fairly harmless***



Given these factors, it is not surprising that students often encourage or push one another to try the drug. Before giving in to the peer pressure to smoke, here are some things to contemplate about marijuana use:

THE EFFECTS	THE RISKS	WARNINGS
Cannabis makes most users relaxed, more talkative, or giggly	Makes it difficult to concentrate, affects short-term memory (increased forgetfulness)	High doses of the drug can lead to hallucinations or sensory distortions (hearing seeing, or feeling things)
Can heighten the senses – especially taste, sight, and sound	Impairs coordination; users may feel clumsy or more prone to accidents	Mixing the drug with alcohol may lead to nausea or vomiting
Can result in feelings of exhaustion, tiredness, and decreased motivation	Can seriously affect driving skills (impairs judgment)	Users can become psychologically dependent on the drug to help them relax or interact with others
Increases appetite and can lead to food cravings	Might increase feelings of anxiety and paranoia	
	Potentially increases the likelihood of respiratory diseases, such as lung cancer	
	Consistent users have difficulty quitting	

Summer Youth Employment Program

PRESCRIPTION PROBLEM

BEWARE!

Students in record numbers have been prescribed the drugs **Ritalin** or **Adderall** to help reduce the symptoms associated with Attention Deficit Disorder.

However, in recent years, many students have begun misusing these prescription medications. This is especially problematic on college campuses, where students buy the pills in order to study for exams and stay up for all-night cram sessions.

Unfortunately, when this drug is used incorrectly, users can experience a painful crash. In order to avoid the side effects of intense exhaustion and headache, users take more of the drug. This means that Ritalin and Adderall can become **highly addictive**.

Unless a doctor has prescribed these medications for you, it is **unwise** to take or buy Ritalin or Adderall for recreational or studying purposes.

A Provider's Guide

Summer Youth Employment Program