

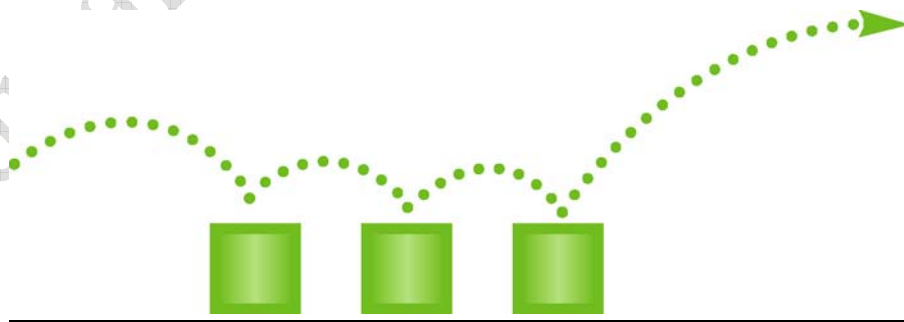
LIFE SKILLS AFTER SCHOOL KIT

Sample Pages 2007



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Life Skills After School



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SAMPLE PAGES FROM PROGRAM 1

Program Guide

Section 1

LEARNING OUTCOMES

This program is designed to assist students to develop a Curriculum Vitae (CV) that will maximise their opportunity of securing an interview for employment in either a casual, part-time or full-time position.

The job seeking process starts with writing a CV or Resume and developing an application letter in response to an advertised position.

In this program, key points are distilled from discussions and activities to assist students in developing skills that will assist them in their job seeking endeavours.

As a result of participating in this program, students will be able to:

- Identify the features of the *ideal CV*
- Develop an *ideal CV* based on their own background, experience and ambitions
- Write a professional cover letter that commands attention and introduces their CV to prospective employers



A set of handouts has been created for this program.

These have been provided in hard copy and on CD so as you can print them out as required.

You can COPY and DISTRIBUTE them to the participants.

Students can use them for their note taking as well as for activities throughout the program.



A set of slides has been created for use during this program.

These slides have been provided on CD in PowerPoint for use with a data projector.

In addition the overhead slides have been printed as handouts. This allows the program leader to distribute them as additional handouts to the group should they wish to.

At the appropriate point during the program, instructions are provided as to when to display the slides.



In many of the activities, the program leader is directed to write up contributions made by the group so as to collate the entire group's responses to activities and questions that are posed. An example of the instruction the program leader may be provided with is:

As people call out their ideas, **WRITE** their contributions on butcher's paper or a chalk/white board

It is suggested that butcher's paper is used to record the group's contributions. This is so that these sheets can then be displayed around the room in which the program is being conducted to reinforce the concepts and ideas discussed and to remind the group of their progress throughout the program.

If more than one program is to be delivered to the group, program leaders are also encouraged to retain the sheets from previous programs and to display them in the room prior to the commencement of the next program. This will help to remind the group of their progress and the key concepts discussed.



*Sample CVs have been provided and can be found in the Resources section of this kit as **Resource 1**, located toward the back of the folder.*

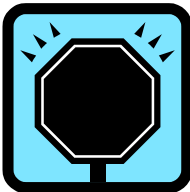
These can be used by the program leader to illustrate key concepts in the content and design of CVs included in the program.

In addition, the Sample CVs can be copied and distributed by the program leader to participants should they feel the group would benefit from it.

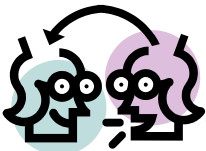
SAMPLE PAGES FROM PROGRAM 1 Program Guide

Section 3

INTRODUCTION



SHOW Slide 1



HIGHLIGHT the following points to the group:

- Our school aims to provide every student with the assistance they need to realise their ambitions.
- All of you at some stage will be looking for a job so that you are able to build a positive and fulfilling life.
- Some of you may be looking to find a job right now, such as a part-time or casual position so that you can save some money. Others may not be looking to find a job until some time later.
- Whatever your timeframe, it is vital that you have the skills necessary to find the job you want.
- Job hunting is extremely competitive. If there is a job out there that you want, most likely there are dozens of others, even hundreds of others who want the same job.

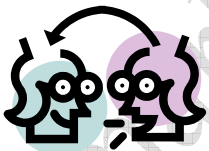
- So, what is going to help you get the job? And why will the employer choose you and not the other people that have applied for the position?
- Today we're going to look at developing a range of skills and strategies that will increase your chances of securing that job.
- For most people getting a job takes a great deal of effort. You have to present yourself well enough when you first apply for the job and then again when you meet with an employer so that they will want to hire you.
- These sorts of skills are not natural. They are developed.
- So, what can you do to make sure the employer reads your CV or application and wants firstly to meet with you?
- And then, once you are there, what can you do to convince this person that they should hire **you** instead of giving the job to someone else?



ASK the following question to the group:

- How many of you are interested in finding a job at some stage?

ENCOURAGE the group to provide a show of hands.
ANTICIPATE all students will raise their hands.
CHALLENGE those students who do not and **ASK** why they do not intend to find a job in the future.



HIGHLIGHT the following points to the group:

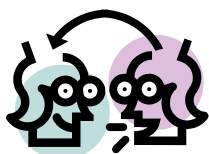
- If you are interested in finding a job, then you are going to want to pay close attention.
- You will find out the secrets and techniques that may make the difference between you getting the job you want, or settling for something less.

SAMPLE PAGES FROM PROGRAM 2

Program Guide

Section 5

TYPES OF INTERVIEW QUESTIONS



HIGHLIGHT the following points to the group:

- As we said earlier, the interview is a chance to assess applicants and see whether they are the right person for the job.
- Obviously, to do this the interviewer will be asking lots of questions to get to know you.
- An important part of your preparation for an interview is to practice answering questions so that the answers you give are the right ones and come across smoothly and naturally.
- You will not know every question you will be asked in an interview. However, you can anticipate that virtually every employer will ask certain questions because they're necessary in order to help them make the right decision.
- You will also encounter some people who are highly skilled and experienced at interviewing. So you need to be prepared.



ACTIVITY 1

“WHAT WILL I BE ASKED?”

(allow 15 minutes)

DIVIDE the large group into small groups. Ensure there are a minimum of 2 people in each group.

TELL each group to turn to Page 1 of their handouts or **DISTRIBUTE** Page 1 at this time

If possible, **DISTRIBUTE** butcher's paper and a marker pen to each group to record their ideas



EXPLAIN the activity to the group as follows:

- For a successful interview, it's vital that you prepare for the sorts of questions you may be asked.
- With the other people in your group, discuss and write down the questions you think you might be asked in an interview.
- You may have been in an interview before, so you can remember what you were asked during it. If so, write the questions down that you can remember.
- Put yourself in the employer's shoes and think of the sorts of questions you would want to ask in order to help you make your decision about who is the best applicant.
- You are to write down the actual questions you would ask.

SAMPLE PAGES FROM PROGRAM 4 Program Guide



EXPLAIN the activity to the group as follows:

- On your handouts is a calendar indicating all the days of a month.
- You need to calculate how much you would save if you invested one cent on Day 1 and then it doubled every day after that. What will be the compound result – or the cumulative effect of doubling your money each day?
- For example, if you start with one cent on day one, it doubles to two cents on day two, four cents on day three, eight cents on day four, and so on. So every day you are doubling the previous day's amount.

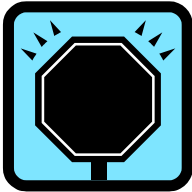
CHECK if the group has any questions about the activity.

ASK the group to locate their calculators or DISTRIBUTE calculators to participants at this time.

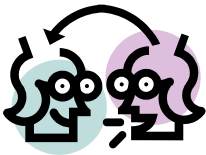


MOVE among the group as they undertake the activity and if necessary **ASSIST** individuals with the calculations.

After 10 minutes **STOP** the activity and **DISCUSS** what the final amount is at day thirty one.



SHOW Slide 2



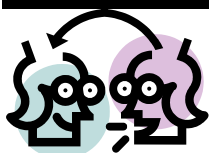
HIGHLIGHT the following points to the group:

- The answer is \$10, 737, 417. Wow!!!
- You have just illustrated the power of compounding. The longer you save, the greater the pay off will be for you.
- As you can see with this exercise the really big pay-offs happen in the last few days of the month. At day 15 you only have \$163.84.
- However by leaving your money invested for that bit longer, you have an amazing \$5 million dollars on Day 30 and an incredible \$10 million the next day.
- You may have started out small in the beginning but the real benefits are enjoyed in the end.
- Most people pull their money out before they start to really enjoy the benefits of compounding.
- Compound interest works in a similar way. It's the effect of receiving interest on interest. As a result you get a cumulative affect. You earn interest on the amount you have invested but also on any interest the bank has paid you as well.
- For example, you might invest \$1,000 to start with, and let's say you earn \$10 in interest from the bank after 30 days. Your investment is now \$1,010. The next amount of interest you receive will be calculated on \$1,010, not the original amount of just \$1,000.
- The activity we did a moment ago illustrates the effect of compounding. It's not to suggest you are going to find an

investment that pays this sort of result where you'll have \$10 million after 31 days, however investments do work this way.

- Money that sits in your money box does not have the added benefit of earning you interest. Sure, you will be saving it by not spending it. But why not make your money work harder for you without any extra effort by you and put it in an interest bearing savings account?

SAMPLE PAGES FROM PROGRAM 4 Program Guide



HIGHLIGHT the following points to the group:

- The other way of giving is to give your time in the form of volunteering.
- Again you should do this with registered not-for-profit organisations.
- Volunteering is for people of all ages and backgrounds.
- Volunteers are men and women, people from different cultures and religions, they are mums and dads, people with disabilities, and they are old people and young people.
- The great thing about volunteering is that pretty much anyone can be a volunteer.
- Volunteering is one way that we can “give something back” to our communities.
- It's important to be focused on planning our future so that we achieve our personal goals, but it's also important to include a goal to make the ‘circle of giving’ continue to go around. And volunteering is a great way to achieve this.

REMOVE Slide 6



ACTIVITY 3 **“WHAT DO VOLUNTEERS DO?”** (Allow 5 minutes)

TELL the group to form groups of 3 to 4 people.

TELL the group to turn to page 3 of the handouts or **DISTRIBUTE** Page 3 at this time.

If possible, **DISTRIBUTE** butcher's paper and a marker pen to each group to record their ideas.



EXPLAIN the activity to the group as follows:

- In your groups you are to brainstorm all the things you can do as a volunteer.
- Use the butcher's paper/handouts to record your ideas. Make sure you either have one person recording all of the ideas or you all add your ideas onto the paper together.



MOVE among the groups as they undertake the activity and if necessary **PROMPT** them to consider points such as:

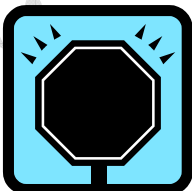
Volunteers offer their time as:

- Office workers
- Soccer coaches
- Manicurists
- Writers
- Photographers
- Friends to the elderly
- Dog walkers

After 5 minutes **INVITE** each group to present their ideas to the whole group.

If each group's ideas were written on butcher's paper, **DISPLAY** their sheet after their presentation otherwise **WRITE/MIND MAP** each group's contributions on butcher's paper or a chalk/white board.

CONGRATULATE and **THANK** each group for their contribution.



SHOW Slide 7

SAMPLE PAGE FROM PROGRAM 1
Handouts

Handout #2

Creating the Ideal CV

5 Must Haves for Ideal CVs

Must Have #1

Must Have #2

Must Have #3

Must Have #4

Must Have #5

SAMPLE PAGE FROM PROGRAM 3

Handouts

Handout #3

Budgeting and Managing Expenses

CREATING MY WEEKLY BUDGET

- What is my weekly Net Financial Position? $I - E = \text{Net}$

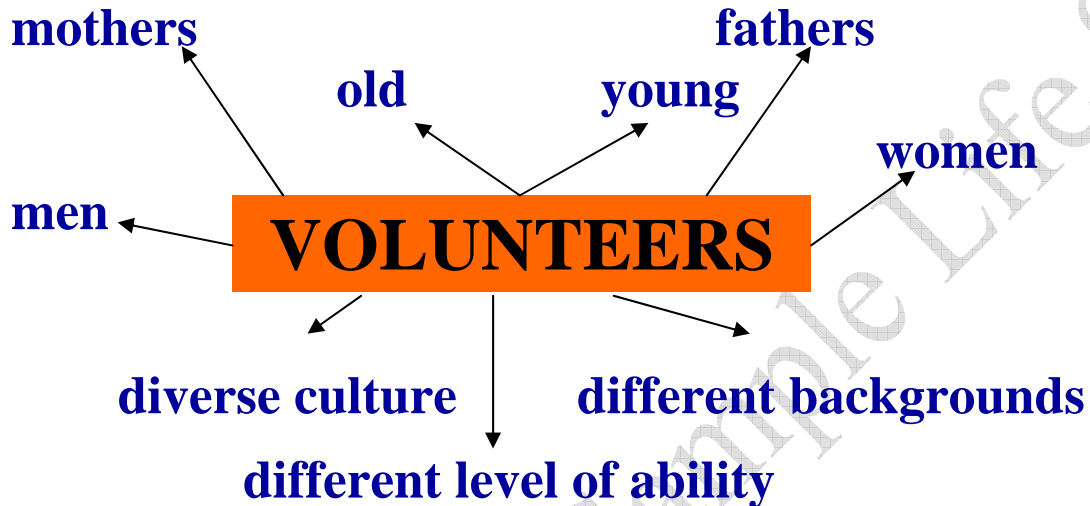
Note:

p.d. = per day; p.w. = per week; p.f. = per fortnight; p.m. = per month; p.q. = per quarter; p.a. = per annum

My Situation:	Income (weekly)	Expenses (weekly)
Income – What I receive/earn: Job #1: Job #2: Expenses – What I spend: Rent/Board: Going out: Fares: DVD Hire: Magazines: Food: Clothes: Car – Petrol: Rego/Insurance: Phone: <i>Plus Any Others:</i>		
	Total:	Total:
My Weekly Net Financial Position: +/-		

SAMPLE PAGE FROM PROGRAM 4
Slides

Who Is A Volunteer?



SAMPLE PAGE FROM PROGRAM 2
Slides

Answering Questions

- **Behavioural – how you behave or act in a situation**
- **Theoretical – your thoughts on a topic**
- **Technical / Knowledge – test your knowledge of a subject**