



Junior Achievement®

Hire Yourself

JA Current Economic Climate Supplement
For JA High School Programs



Guide for Volunteers and Teachers



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For JA High School Programs

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JA Worldwide®

Colorado Springs, Colorado, USA

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Sources

JA Worldwide is committed to the development and implementation of programs designed to help students become entrepreneurial thinkers, financially literate, and work ready. JA Worldwide Education Group members contributing to the development of the Financial Literacy Supplements possess postgraduate degrees in education and are experienced in the classroom and in curriculum development and design.

Consultants

JA Worldwide expresses its gratitude to the consultants who contributed to the development of the JA Current Economic Climate Supplements. Their expertise in financial literacy, and middle grades and high school education has significantly enhanced the quality of these sessions.

- Sheryl Szot Gallaher, Writer and Social Studies Consultant, Palos Park, IL
- Molly J. Hellerman, Director, SportsChallenge Leadership and Education Alliance, Washington, DC

Contents

Introduction

Foreword	1
Supplement Goals	2
A Guide to Working with High School Students	2
Volunteer Conduct Standards	3
Program Introduction	3

Supplement Session

Hire Yourself	4
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Student Materials

- Recession-Proof Game Cards
- Current Economic Climate Newsletter

Foreword

JA Worldwide is a nonprofit organization dedicated to inspiring and preparing young people to succeed in a global economy. Since its founding in 1919, JA Worldwide has contributed to the business and economic education of more than 96 million young people around the world.

JA Worldwide’s high school programs encompass economics and business curricula for students in grades 9 through 12. JA programs are designed to help students assess their personal skills, interests, and values, understand the economic benefits of education, explore career options, learn job-seeking skills, and practice personal and family financial management. Students are introduced to the principal characteristics of economic systems and the role of business within those systems.

JA Worldwide programs provide hands-on experiences to help young people understand the economics of life. In partnership with businesses and educators, JA Worldwide brings the real world to students, opening their minds to their potential.

For more information about JA Worldwide’s high school programs, as well as programs for elementary grades and middle grades students, visit JA online at www.ja.org or address mail to: Product Development, JA Worldwide Headquarters, One Education Way, Colorado Springs, CO 80906 USA.



Supplement Goals

Following participation in the supplement, students will be able to:

- Describe the importance of strategically selecting work in recession-proof industries to succeed in challenging financial times.
- Develop a basic business idea for a recession-proof industry.

A Guide to Working with High School Students

Please note: Developmentally, high school students provide a unique challenge to volunteers. Because no single activity will meet the needs of every student, volunteers should adapt presentations as necessary, staying focused on the stated objectives. Keep in mind that the supplement is designed as a framework and a model, and can be adapted to address students' special needs and interests.

Creating Expectations

- Arrive early, but don't interrupt if an activity is in progress.
- Wear appropriate attire; look like an "expert."
- Greet the students in a friendly, yet professional, manner. Smile, shake hands, and maintain eye contact.
- Introduce yourself to the students.
- Be yourself. Talk about your early aspirations and your current job.
- Guide student behavior by providing an inviting environment, treating each young person with respect, and meeting her or his needs.
- At the beginning of the program, state the behavior you expect from the students (for example, raising their hands before speaking). Reinforce this by recognizing examples of appropriate behavior.
- Determine what the students already know about a concept or topic (background knowledge). Inquire about the knowledge and experiences they have to offer.

Teaching Strategies

- Tailor your presentation to meet the students' needs. Avoid any use of gender, racial, or ethnic stereotypes.
- Seek advice to determine the best way to work with students with special needs.
- Limit lectures to no more than 10 minutes; a lengthy lecture usually is the least effective teaching strategy.
- Review main points or key terms. Keep terms posted as reminders for the students.
- After calling on a student, wait at least 5 seconds for an answer. Use as many open-ended questions as possible.
- Don't answer your own questions, and avoid criticizing or rejecting wrong answers from the students.
- When particular skills are required, such as mathematical calculations, demonstrate the process before asking the students to solve a problem.
- Check for comprehension by asking relevant questions.

Managing the Students

- Give general directions before organizing the students into groups.
- Circulate among the groups to answer questions and keep the students on task.
- Encourage the students to help one another.

Volunteer Conduct Standards

Junior Achievement volunteers teach valuable lessons to young people and can make a lasting impression on their lives. Any adult misconduct with students carries serious consequences. The following standards are designed to help volunteers understand the conduct expected of them prior to visiting the classroom. Each year, Junior Achievement staff will convey the standards verbally and in writing to returning volunteers and those volunteering for the first time.

- Young people look to adults for examples of appropriate behavior. JA volunteers must use appropriate language and model honorable behavior, such as respect, integrity, honesty, and excellence. Use of profanity and sexualized language or jokes is inappropriate. Violation of state laws regarding interactions with youth (e.g., providing them with alcohol, legal or illegal drugs) is forbidden.
- Volunteers must take particular care when touching students and must understand the difference between appropriate touching, such as a handshake or pat on the back, and touching that is sexual or disrespectful. Volunteers also must be aware of how any physical contact may be perceived.
- Interactions with students must be appropriate and appear to be appropriate. Volunteers typically work with groups of

students, though occasionally a one-to-one situation may occur. Prior to any one-to-one interaction, a JA volunteer must ensure that another adult is present. Favoritism or the appearance of favoritism should be avoided in all interactions with students.

- Volunteers are responsible for the quality of their interactions with young people. Students often find it difficult to state discomfort or voice objections. Volunteers must be especially sensitive to students' physical and verbal cues.

These standards do not constitute a comprehensive list. Other actions considered inappropriate could result in a volunteer's suspension or dismissal.

Junior Achievement takes seriously all complaints of misconduct. The appropriate authorities will promptly investigate credible allegations of misconduct. During any such investigation, the JA volunteer will be placed on leave. If it is determined that misconduct has occurred, it will result in the immediate and permanent dismissal of the volunteer.

Any suspected misconduct by a volunteer must immediately be reported to the local JA office.

JA volunteers are required to sign a Volunteer Conduct Standards Form. If you have not done so, please contact your local JA office before presenting your first session.

Program Introduction

Inform the students that you are a Junior Achievement volunteer. Explain that JA volunteers help students learn why financial literacy, business, and entrepreneurship are important to their lives and communities. Let the students know you are excited to be sharing this program with them. If possible, tell them about an experience you had as a high school student.

Talk to the students about your interests, hobbies, and volunteer experiences. Keep in mind that you are presenting a session on financial literacy, business, and entrepreneurial skills. You may choose to mention situations and guidelines that have helped you apply these skills in your life, especially within the current economic climate.

If you deliver this program in an alternative setting, talk to the classroom teacher or JA staff member about program differences, such as class length, available equipment, and number of students.

Hire Yourself

Overview

Students are introduced to employment issues resulting from an economic recession, and consider entrepreneurship as a career choice to prepare for similar circumstances in the future.

Supplement Objectives

Students will be able to:

- Describe the importance of strategically selecting work in recession-proof industries to succeed in challenging financial times.
- Develop a basic business idea for a recession-proof industry.

Preparation

Review the supplement objectives and materials needed. Print and make copies as outlined below. Separate the Recession-Proof Game Cards.

Read the Game Cards and consider possible examples of current or local business ideas for teens.

Discuss with the teacher how best to group the students and arrange the room for the activity.

Review the Extended Learning Opportunity for this session on page 9. Discuss implementation options with the teacher.

Recommended Time

This supplement typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.

Materials

- Current Economic Climate Newsletters (1 per student; copied by the volunteer)
- Recession-Proof Game Cards Sheet (1 set of 8 cards per group, plus 1 extra set of 8; copied and cut by the volunteer)
- Pens or Pencils (1 per student)
- Blank Paper (1 sheet per student)

Introduction

(Recommended Time: 10 minutes)

Greet the students. Explain that JA volunteers help students learn why entrepreneurial thinking is an important skill all the time, but especially during difficult economic times. Let the students know you are excited to be sharing this program with them.

Tell the students that research shows during economic downturns, jobs for teenagers often are the first casualties, including seasonal work, such as summer and holiday jobs when many teens seek temporary employment. Ask the students to suggest reasons why this occurs.

Possible Answers:

- An employer may prefer to hire an adult who has family obligations.
- A recession often results in higher rates of unemployment, leaving educated and experienced workers scrambling to replace their income. Normally, they wouldn't want part-time or seasonal work, but now might be willing to take it, which forces inexperienced and untrained teenagers to compete with them for the same jobs. This problem also affects high school graduates trying to enter into the workforce.

Ask, what can teens do for work if no one is hiring? Explain that during this session they will explore one possible solution—giving themselves a job. By becoming an entrepreneur, they can start their own business.

List the following recommended steps for starting a business:

- Take an inventory of what you love to do, are good at, or have training in.
- Examine the marketplace for a need you can fill using the things you love to do, are good at, or have training in.
- Create a business plan that helps you structure and prepare for your venture. Recommend that for more details, the students visit the JA Student Center at <http://studentcenter.ja.org/>, and click on Plan a Business.

Tell the students that you understand why they may be wondering, if the economy is so tight that no one will hire me, what will they buy from me? Explain that they will examine industries that experts consider to be recession-proof. Then, during a class competition, they will develop a basic business idea for those industries.

As a warm-up to the competition, tell the students that they will try to figure out for themselves what goods and services are recession-proof and which would be the first to go in tough economic times.

Ask the students to consider a family budget and to predict what goods and services will be added, cut, or changed when the budget becomes tight. Ask for volunteers to share their responses.

Possible Answers:

- Services that might be cut may include any chore that they could easily do for themselves, including lawn mowing, dog walking, house cleaning, laundry, salon services, and eating out instead of cooking at home.
- Products to be cut may be items that are considered wants instead of needs, including entertainment, beauty supplies, toys, and snacks or desserts.

Now, have the students brainstorm items that might be added to the family budget during an economic downturn.

Possible Answers:

- Any good or service that offers a low-cost option to what was given up; for example, movie rentals instead of theatre tickets, second-hand clothing versus new, and eating dollar-menu items at a drive-through rather than dining at a sit-down restaurant.

Point out that if a business idea is a luxury product or service consumers can do for themselves, it might be the first to cut from a budget. However, if a low-cost alternative option is offered, people will consider it during hard times.

Activity

Recession-Proof Business Game

(Recommended Time: 30 minutes)

Tell the students that they will participate in a game in which they draw cards with recession-proof industries listed on them. Read the following example:

Industry: Weddings

Rationale: People will continue to marry, despite the financial climate.

Ask the students to take 30 seconds to brainstorm business ideas that could capitalize on the wedding industry during an economic slump.

Possible Answers:

- Any service or good normally associated with a wedding, but offered at a discount or in an economical way; for example, do-it-yourself wedding cakes, catering kits, a second-hand wedding dress and tuxedo shop, or a DJ service that also offers vouchers for local honeymoon attractions.

Explain that the competition includes two rounds. In the Head-to-Head Preliminary Round, students will compete against the other members of their groups. Then, in the All-Play Final Round, the groups will compete against each other to determine the winner.

Game Set-Up:

- Organize the students into groups of four.
- Distribute one set of eight Recession-Proof Game Cards to each group. The JA volunteer or teacher keeps one set to be used in the All-Play Final Round.
- Distribute a blank sheet of paper to each student to record his or her business ideas.

Head-to-Head Preliminary Round

Overview

- Explain that within their groups, the students will take turns being competitors and judges.
- The object of the round is for the group members to compete against one another to determine the best business idea to be presented in the All-Play Final Round.

Group Game Instructions

- Ask the groups to shuffle their sets of Recession-Proof Game Cards, and place them face down in the center of the group.
- The student whose first name starts closest to the beginning of the alphabet is competitor one. The student to his or her right is competitor two.
- The other group members will be the judges and timekeepers.
- Competitor one draws a card and reads it aloud. Competitors one and two have 60 seconds to individually write down a basic business idea, based on the information on the card.

- When time is called, the competitors stop writing and each briefly presents his or her business idea.
- Judges determine which of the ideas presented is the strongest (that is, the one most likely to succeed over time) and should move on to the All-Play Final Round.
- Competitors and judges trade roles, draw a new card, and repeat the process.
- Ask the student who will go first to demonstrate the process as an example.

Once the first competitors demonstrate the game play, answer any questions about how to play the game. Then have the first competitor draw a new card and begin.

Allow 10 minutes for the groups to read and respond to as many cards as possible. Announce when 1 minute remains.

All-Play Final Round

Overview

- Explain that the groups now will compete against one another for points.
- The object of the round is for each group to present its best ideas to be judged by the volunteer and teacher.

Volunteer/Teacher Game Instructions

- Shuffle the final set of Recession-Proof Game Cards, and place them face down in a stack.
- Draw a card and read it aloud. Allow the groups 60 seconds to discuss and record their best business idea for that industry.
 - o Groups can use the best answer from the Head-to-Head Round or they can come up with a new idea.
- When time is called, the groups stop writing and listen to one another's ideas.
- Determine which business idea is the strongest (the one most likely to succeed over time), and award a point to the winning group.
- Draw a new card and repeat the process.
- After the final card is scored, total the points and announce the winning group.

Ask if anyone read or heard a business idea that they could begin working on in the near future.

- Remind the students that the first step in business planning is to take an inventory of what you love to do, are good at, or have training in.
- For the best chance of success, a business idea should not only be recession-proof, but also should be based in something that the entrepreneur loves or is good at, because starting and running a business is demanding and requires a strong commitment.
- If the owner doesn't like the industry or doesn't have any skills in that business, the chance of success drops substantially.
- Remind the students that sample business plans and other resources for entrepreneurs can be found at the JA Student Center at <http://studentcenter.ja.org/>. Click on Plan a Business.

Summary and Review

(Recommended Time: 5 minutes)

Encourage the students to examine their strengths and talents, and find a need in the market that they can meet with a recession-proof business idea.

Distribute the Current Economic Climate Newsletter. Encourage the students to read the Newsletter and share it with their parents or guardians.

Thank the students for their participation.

Teaching Tip

The Extended Learning Opportunity offers additional details about how the Current Economic Climate Newsletter can be incorporated.

Session Outline

Introduction

- Greet the students.
- Introduce yourself, Junior Achievement, and the program supplement.
- Discuss the need for teens to be entrepreneurial during an economic recession.

Activities

- Conduct and debrief the Recession-Proof Business Game.

Summary and Review

- Ask the students to consider businesses they can start during a recession and brainstorm their next steps.
- Distribute the Current Economic Climate Newsletter.
- Thank the students for their participation.

Extended Learning Opportunity

The Current Economic Climate Newsletter also can be used before or immediately following the Recession-Proof Business Game, time permitting.

If implemented before the game, have volunteers read the What's Your Business-Cycle IQ passages aloud. Ask the students to discuss possible reasons why many people fail to plan for the recession period of the business cycle. Also, have them brainstorm advantages of being prepared through proactive planning. Read each of the indicators and have volunteers provide possible answers for the blank spaces. Answers can be found at the bottom of the second page.

Encourage the students to take the Newsletter home and share the list of recession-proof industries with their parents or guardians to explore potential business ideas.

The Newsletter also can be implemented immediately following the game as a discussion tool.

Online Survey

Please go online at www.zoomerang.com/Survey/?p=WEB229BQV6F74C to complete a survey at the program's conclusion. Your comments will help to enhance the quality of this supplemental program.

Also, please encourage the students to complete the online survey noted in their newsletter— www.zoomerang.com/Survey/?p=WEB229BRCZFGRW. Their feedback is vital in improving the program for future students.



Recession-Proof Game Cards

Industry

Low-Cost Entertainment or Social Event Options

Rationale

When the economy is bad, people want to escape reality and have some fun. Whether it's renting video games, movies, or other lower-cost items, we want to be entertained and connect with others.



Industry

Niche Thrift and Consignment Stores (physical store or online)

Rationale

People look for ways to make money on their unused stuff, and to buy quality used articles, instead of new. The trick is, with big competitors like eBay and craigslist, you'll have to find a niche market in which you offer something specialized.

Industry

Children-Specific Products and Services

Rationale

Most adults will cut back on their own luxuries before cutting options for their children, especially those that are educational or care-related, such as tutoring services, music lessons, safety gear, entertainment, or college-related services.

Industry

Products and Services for Job Hunters

Rationale

Unemployment is a reality of a recession. Resume-building, dress-for-success classes, budgeting, or any other assistance targeted toward giving job hunters a step up will be in need.

Industry

Repair Services and Products

Rationale

Whether it's a car, computer, bike, or any other moderate or high-dollar item, it's usually cheaper to repair than to buy new, a necessity during a recession. This opens the market to those who have a service or product to offer.

Industry

Part-Time Support Service or Product

Rationale

When a business has to cut back, often full-time support personnel are let go. Because their jobs still need to be done, this is an opportunity for part-time and temporary workers. Whether it's a secretary, bookkeeper, computer specialist, or all-around fix-it-person, the work is necessary.

Industry

Web-Based Product or Service

Rationale

More and more shoppers go online to find a bargain. Can you offer something on the Internet that the local brick-and-mortar business cannot? Can you help a business offer its services and products online? This is in demand, and a new need compared to previous recessions.

Industry

Local Vacations

Rationale

People still want to go, do, and see the sights on their vacations, but airfare, hotels, and other travel expenses may be too much for their budgets. What can you offer to those who still want to maximize their time off, but stay local and within a budget?

Hire Yourself: Current Economic Climate Newsletter



What's Your Business-Cycle IQ?

Do you know the best time to look for a new job and when to stay put? Or when to risk starting a new business? How about getting a loan? Buying in bulk for maximum results? What's the upside of a recession? How can you take advantage of an economic downturn? Knowing the business cycle can help you with these answers.

Modern economies operate on a somewhat predictable series of ups and downs known as a business cycle. This cycle includes five general stages: growth (expansion), peak, recession (contraction), trough, and recovery. These stages of the business cycle can be observed by monitoring business-cycle indicators, such as gross domestic product (GDP), unemployment rates, real estate and retail sales, and production rates.

You may be asking why is this important to me? As a consumer, and especially as an entrepreneur, being aware of the strength of the economy, and understanding what happens during a business cycle

gives you a significant edge in business matters. For example, many people spend and take on debt to their maximum capacity during the growth phase of the cycle because it's easy to get caught up in an economic boom. However, savvy consumers and entrepreneurs know that growth phase will eventually peak and turn into a recession, maybe slowly, or maybe all at once because of a crisis, but it is inevitable that it's coming. These people do not max out their credit and spend all their cash. When the recession arrives, they have resources to take advantage of opportunities that are present during a downturn. They know the federal government will lower interest rates to avoid inflation, which gives them extra buying power with their credit. They have money saved and can buy in bulk while lower prices are being offered.

Test your business instincts by reading the business-cycle indicators and guessing how each indicator is affected going into and coming out of a recession. Then read the answers found at the bottom of the next page.

Business-Cycle Indicator	What to expect from the indicator going into a recession.	What to expect from the indicator going out of a recession.
Gross Domestic Product (GNP)	Unemployment rates will increase. This isn't an ideal time to change jobs because there will be fewer and more people trying for them.	There is a brief lag time as the economy turns to growth, then unemployment decreases as companies are able to hire and expand once again.
Stock Market Returns		
New Construction (example: building new homes)		



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Online Survey

At the conclusion of the program, please complete an online survey at the web address below. Your feedback is vital in improving the program for future students.

www.zoomerang.com/Survey/?p=WEB229BRCZFGRW

It's said that knowledge is power. This is never truer than when an entrepreneur makes complex business decisions during the vulnerable start-up phase of a venture. By keeping your eye on the business-cycle indicators, you can make informed decisions and increase your chance of success. Check out the following resources for entrepreneurs:

- Visit the online JA Student Center at <http://studentcenter.ja.org>, and click on Plan a Business for sample business plans, success stories, and other resources for entrepreneurs.
- Be inspired by innovative, successful, young entrepreneurs by visiting www.futureceostars.com.

Industries Commonly Considered Recession-Proof:

Low-Cost Entertainment or Social Event Options

When the economy is bad, people want to escape reality and have some fun. Whether it's renting video games, movies, or other lower-cost items, we want to be entertained and connect with others.

Niche Thrift and Consignment Stores (physical store or online)

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Local Vacations

People still want to go, do, and see the sights on their vacations, but airfare, hotels, and other travel expenses may be too much for their budgets. What can you offer to those who still want to maximize their time off, but stay local and within a budget?

Did You Know?

You can find information about personal economics, careers, colleges, financial aid, business ethics, and much more at the online JA Student Center at <http://studentcenter.ja.org>.

Junior Achievement is a worldwide nonprofit organization that annually reaches more than nine million students in kindergarten through high school. Through a dedicated volunteer network, Junior Achievement provides in-school and after-school programs that focus on three Pillars of Student Success: Work readiness, entrepreneurship, and financial literacy. Junior Achievement's core purpose is to inspire and prepare young people to succeed in a global economy.

Business-Cycle IQ Answers: **Gross Domestic Product (GDP)—Recession:** A shrinking economy means a shrinking GDP. Less money equals fewer products being sold. Interestingly, this often is the time to buy, as bargains are offered to attract sales. **Recovery:** A growing economy means a growing GDP. More money equals more products being sold.

Stock Market Returns—Recession: A stock market decline is an early warning of potential economic decline. The good news is, once a recession is full blown, many top stocks can be bought at a discount rate (if you kept money aside for a rainy day.) **Recovery:** A stock market increase often is the first sign of a recovery. It is a sign that people have renewed faith in the economy and extra money to invest.

New Construction—Recession: This is another leading indicator. If new construction is slowing down, expect the same from the economy. Yet, wise money managers now can buy properties cheaper. **Recovery:** As a leading indicator, an increase in new construction tells us economic growth is making a comeback.



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