



JA Job Shadow®

JA Job Shadow is a comprehensive experience that helps students design an individualized career path. Supporting blended as well as self-guided activities, JA Job Shadow provides a design-thinking structure for career exploration.

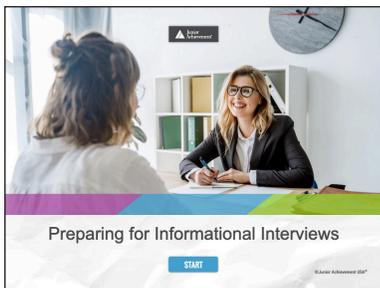
Students develop a deep understanding of their talents, interests, and values through a career interest assessment. The result is a broad list of career possibilities. Through informational interviews, students narrow down the list to identify their top potential career opportunities. They interact with professionals in a workplace site visit and during a multihour job shadow experience in a career area of interest. Reflection and analysis move students toward their target career or back to their list to explore another option.



PROGRAM HIGHLIGHTS

- Personalized approach to career planning for students
- Flexible implementation based on local need
- Extensive self-guided learning experiences
- Real-world view of the workplace, including off-site and on-site contact with professionals
- Current career-planning tools to enhance networking skills, interview skills, and online profiles

This program is part of the JA Work and Career Readiness Pathway and is designed for Grades 9–12. The program can be completed in two parts, each with 6 or more ICH based on delivery of the optional content. The program includes teacher-led content, and volunteers are required for the workplace site visit as well as for the job shadow experience.



SITE VISIT SESSIONS

Curriculum Outline

Session	Overview	Objectives	Activities
Session One: Finding Your Future	Students find out what to expect during the program. They learn about the design-thinking approach called Design for Delight and begin to examine their own career interests and motivations. They also learn about Career Clusters and take a personal career assessment.	Students: <ul style="list-style-type: none"> List and define the three Design for Delight innovation principles. Correlate the Design for Delight innovation principles to the development of a personal career plan. Paraphrase career clusters and their relationship to career pathways, industries, and careers. 	Required: <ul style="list-style-type: none"> Warm-Up Empathy Map Career Clusters Career Assessment Wrap-Up
Session Two: Career Informational Interviews	Students discuss their top three career choices. They prepare to conduct informational interviews during the upcoming site visit, as well as with professionals in their fields of interest. They create an elevator pitch to describe themselves positively to potential employers.	Students: <ul style="list-style-type: none"> Deduce which career options most closely relate to their interests, strengths, and skills. Summarize what informational interviews are and how they connect to personal career exploration. Select questions that they can use in informational interviews to help them identify preferable careers. Practice the use of positive interview techniques and etiquette. Discover people in local companies who currently work in one of their top three jobs or something similar. (optional) Craft a personal elevator pitch. (optional) 	Required: <ul style="list-style-type: none"> Warm-Up Career Exploration Informational Interview Questions Interview Techniques Wrap-Up Optional: <ul style="list-style-type: none"> Elevator Pitch
Session Three: Site Visit	Students visit a local company for a tour, Human Resources presentation, informational interviews, and a series of learning activities.	Students: <ul style="list-style-type: none"> Learn about the host company's business, mission, and career opportunities. Conduct informational interviews. Participate in an ethical dilemma scenario and discussion. 	Required: <ul style="list-style-type: none"> Company Profile and Career Preparation Human Resources Presentation Ethics Activity Informational Interviews Optional: <ul style="list-style-type: none"> Company Tour
Session Four: Site Visit Reflection	Students analyze and share their responses to their site visit and informational interview experiences and write a professional thank you note. They begin to develop a resume and online profile. They also research additional informational interview subjects and potential job shadow opportunities.	Students: <ul style="list-style-type: none"> Reflect on the site visit and informational interviews and the impact they had on their current career plan. Create a resume that reflects their current education, experience, and skills. Create an online job search profile. Identify local companies that employ people who work in one of their top three jobs or similar and with whom students might be provided a job shadow experience. Write thank you notes to their site visit and informational interview hosts. (optional) 	Required: <ul style="list-style-type: none"> Warm-Up Site Visit Reflection Resumes and Profiles Wrap-Up Optional: <ul style="list-style-type: none"> Thank You Note

JOB SHADOW EXPERIENCE

Curriculum Outline

Session	Overview	Objectives	Activities
Session Five: Interviewing for a Job	Students explore appropriate and inappropriate job interview behavior. They become familiar with common job interview questions and techniques and practice mock interviews. They adapt their accomplishments into stories to tell on job interviews.	Students: <ul style="list-style-type: none"> • Explain the purposes of job interviews and their common format. • Identify common interview mistakes. • Explore tips to prepare for interviews. • Practice job interviews from both the employer's and applicant's perspectives. • Recognize and communicate their accomplishments and proudest moments in preparation for interviews. 	Required: <ul style="list-style-type: none"> • Warm-Up • Ace the Interview • Mock Interview • Wrap-Up Optional: <ul style="list-style-type: none"> • Job Interview Dos and Don'ts • Tell Your Story
Session Six: Job Shadow Prep	Students conduct research into the company, employees, and industry in which they will be job shadowing. They develop a list of questions to ask and prepare for the logistics of the day.	Students: <ul style="list-style-type: none"> • Conduct research into the job shadow subject's company, employees, and industry. • Develop a list of questions to take to the job shadow experience. • Select the most appropriate behaviors and language to use in realistic workplace scenarios. • Prepare for an initial visit to a professional experience or job. • Assess their own preparedness for the job shadow experience. 	Required: <ul style="list-style-type: none"> • Warm-Up • Research Before You Go • Logistics and Planning • Wrap-Up Optional: <ul style="list-style-type: none"> • What Do You Want to Know?
Session Seven: Job Shadow Experience	Independently, students "shadow" a professional to gain insights about the day-to-day responsibilities and environment in a chosen career.	Students: <ul style="list-style-type: none"> • Spend at least 3 hours at a company "shadowing" a professional. • Network and engage with professionals. • Take notes for later analysis. 	Required: <ul style="list-style-type: none"> • Identify, secure, and participate in a job shadow experience.
Session Eight: Job Shadow Reflection	Students share observations from their independent job shadow experiences and consider their personal career paths in light of those experiences. They write professional thank you notes to their hosts.	Students: <ul style="list-style-type: none"> • Evaluate observations, personal opinions, feelings, and options related to their job shadow experience. • Validate or revise their career path based on their job shadow experience. • Demonstrate appropriate workplace etiquette. 	Required: <ul style="list-style-type: none"> • Warm-Up • Observations and Analysis • Wrap-Up Optional: <ul style="list-style-type: none"> • Thank You