

Chapter Nine

Student Booklet

Plan-It Youth Workbook



Name :

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Mentoring

This section describes the mentor's role and the responsibilities of both parties. Students and mentors should work through this section together to enable them to sign the agreement with a full understanding of each other's responsibilities.

What is a Mentor?

“It’s about something both simple and complex - two people of different ages and backgrounds talking together and learning from each other.”

Jonathan Alter, Senior Editor Newsweek

Mentoring is the development of a one-on-one relationship where a more experienced person helps a less experienced person achieve their goals.

Students in the Plan-It Youth Project are matched with a community mentor who will be a support person throughout the project. The mentor has completed the TAFE Mentor Training Course and has agreed to come to the school each week during the Plan-It Youth Project to assist with the research and planning.

Students should give their mentor suggestions about the type of assistance they want. From the list below, tick the boxes where you would like some help from your mentor (photocopy this list and give it to your mentor).

- help me to discover what I’m interested in
- help me to choose a career
- help me to set some goals
- make contact with employers
- prepare questions for an interview with an employer
- make a telephone call to an employer
- write a letter to an employer
- find out about training courses
- know how to present myself to an employer
- preparation of my resume
- suggestions for my presentation
- other.....
- other.....

other.....

Mentee Responsibilities

All mentors and mentees come into the relationships with different styles and expectations. It is important that mentors and mentees discuss and agree upon expectations and responsibilities.

The list on the following pages are a guide to some of the do's and don't s to consider. With your mentor, circle the points you agree are important to your partnership being successful.

Suggestions for Mentees

✓ Do

- ✓ Be considerate of your mentor's time. Return phone calls promptly. Be on time. Let your mentor suggest extra time or activities.
- ✓ Listen attentively to all (or nearly all) your mentor has to say. Store what seems to be irrelevant for possible future use.
- ✓ Be precise yet brief in your comments and explanations. Ask if you're talking too much.
- ✓ Seriously consider all advice you receive.
- ✓ Show evidence that you've utilised the help. Even if you choose an alternative approach, point out how you used the help to make your choice.
- ✓ Show appreciation for every form of assistance your mentor gives you.
- ✓ Make it easy for your mentor to give you constructive feedback. Ask for it early.
- ✓ Assume the relationship will be strictly professional.
- ✓ Make only positive or neutral comments about your mentor to others. If you disagree with your mentor's behaviours or values, share your perceptions with him or her. If the situation continues, accept it or move on.
- ✓ Be prepared to move out of the relationship at the end the agreed period, or sooner, if agreed on by both parties.
- ✓ Keep the doors open to return to your mentor for advice or other help later.
- ✓ Keep in touch once you part company. Send a note or call from time to time to provide progress reports and say thanks.

✗ Don't

- ✗ Assume your mentor has unlimited time for you.
- ✗ Tune out when the topic seems irrelevant to your immediate needs.
- ✗ Ramble on, ignoring clues that you're talking too long.
- ✗ Say "Yes, but. . ."
- ✗ Forget to share the outcome of the help your mentor gave.
- ✗ Take your mentor for granted or assume he or she doesn't need this reinforcement.
- ✗ Immediately defend or explain yourself, or worse, criticise your mentor.
- ✗ Intrude into your mentor's personal life or expect to be close friends.
- ✗ Talk negatively about your mentor behind his or her back.
- ✗ Hang onto your mentor indefinitely.
- ✗ Leave on bad terms.
- ✗ Move on without checking back with past mentors.

Suggestions for Mentors

✓ Do

- ✓ Take the initiative in the relationship. Invite your mentee to meet, suggest topics to discuss, ask if you can offer advice, etc
- ✓ Respect your mentee's time as much as your own
- ✓ Be explicit about your own needs and limits (eg, time constraints, style of interacting)..
- ✓ Always **ask** if you can make a suggestions or offer criticism.
- ✓ Tell your mentee that you don't expect him or her to follow all of your suggestions
- ✓ Expect your mentee to move toward his or her (not your) goals
- ✓ Express appreciation to your mentee for help given you or other steps taken.
- ✓ .Recognise and work through conflicts in caring ways. Invite discussion of differences with your mentee. Ask a third party to assist when necessary.
- ✓ Keep your relationship on a professional basis
- ✓ Make only positive or neutral comments about your mentee to others. If you disagree with your mentee's behaviour or values, share with him or her and get help if necessary. If the situation doesn't change, take steps to end the relationship, and try to find him or her a different mentor
- ✓ Be prepared to move out of the relationship at the end the agreed period, or sooner, if agreed on by both parties.
- ✓ Keep the doors open for your mentee to return in the future.

✗ Don't

- ✗ Wait, at least initially, for your mentee to suggest activities
- ✗ Assume, particularly if he or she is more junior, that your schedule always has top priority.
- ✗ Make your mentee have to guess or learn by trial and error.
- ✗ Automatically give advice or criticism.
- ✗ Assume your advice will be followed.
- ✗ Expect a clone of yourself.
- ✗ Take your mentee for granted or assume he or she doesn't need reinforcement
- ✗ Avoid discussion of touchy subjects or force your solutions in conflicts
- ✗ .Move too quickly into friendship, if at all.
- ✗ Talk negatively about your mentee behind his or her back.
- ✗ Hang on to your mentee indefinitely
- ✗ End the relationship on bad terms

MENTORING AGREEMENT

Mentoring is voluntary and the obligations of both parties are based on the desire to help and receive guidance. The relationship is not binding: there is no legal or contractual obligation. However, both parties agree that:

- There must be an honest and friendly environment.
- Goals and expectations must be mutual - however some expectations may go unfulfilled.
- The relationship must be based on mutual respect and commitment to the "partnership".
- The mentor's role is to assist, help and support the mentee.
- Both parties must want the relationship to work.
- The mentor agrees to keep all information about the mentee in strict confidence unless the information places any person in moral or physical danger or contravenes the Child Protection Legislation.

Signed.....
(Mentor)

Signed.....
(Mentee)

Date

Date

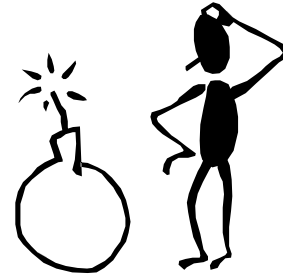
Getting Started

This section allows the mentors and students to discuss the type of work that interests the student and to consider the students' work preference in light of these choices

Mentors should consider whether the student's responses to these questions match their work preference eg a student who wants to be a builder is likely to indicate a preference for working outdoors.

Students should complete these sheets and discuss their responses with their mentor.

Student Job Investigation



Student's Name: _____

PART A

- Do I want to do **manual** work? Work in which I can use my hands or where physical activity is a major part of the job?
- Do I want to do **mechanical** work? Work which requires skill with machinery?
- Do I want to do **clerical** work? Work that may require working in offices, working with figures, money, correspondence or record keeping?
- Do I want to do **sales** work? Work that involves selling goods and services?
- Do I want to do **service** work? Work that helps the general public and may be done for individuals, groups, institutions, at home, in commercial or other establishments?
- Am I thinking about being **self-employed**, that is, working for myself?
- Do I want to do **supervisory** work? Work that involves being in charge of others, concerned with planning, supervision and organisation?
- Do I want to do **technical** work? Work that requires trade skills or advanced training?

Part B

1. Do I want to work.....?

- Indoors
- Outdoors
- Indoors/outdoors
- In a factory
- In an office
- In a retail outlet
- In a hospitality establishment?
- Other _____

- 2. Do I want to live.....?**
- At home
 - Locally with friends
 - In another town/city?
- 3. Do I want to work in the?**
- City
 - Central Coast
 - Home
 - Country Town
 - Country (rural)
 - Move around
- 4. Do I want to work?**
- By myself
 - In an area by myself
 - As part of a team
 - Around others
- 5. Do I want to work.....?**
- Standard hours
 - Shift work
 - Only at night
 - Only in the daytime
 - Seasonally
- 6. Do I want to be.....?**
- Closely supervised
 - Under minimal supervision
 - Unsupervised
 - Supervising others
- 7. Do I want to work in a job where?**
- I am expected to undertake external study
 - Study forms a part of my job
 - Training is provided on the job
 - I have completed my study prior to employment
 - No study is involved

8. Do I want to work for

- A large company/organisation
- The Government
- The Defence Forces
- A small business (less than 20 employees)
- A family business
- A community organisation

9. Do I want to work


- Full-time
- Part-Time
- Casual
- Under contract
- Sharing a job
- For myself

10. Could I work in a place that is.....?

- Cold
- Hot
- Crowded
- Dangerous
- Dirty
- Noisy
- Smelly
- Wet
- Isolated

UNDERSTANDING MYSELF

Please tick the box that suits you


	Yes	No	Some - times	Never	Don't Know or Under- stand
I know what things I am good at.					
I know what I am not so good at.					
I know what I need to improve on.					
I know where to get information and advice when I need it.					
I can make decisions.					
I plan tasks and use my time effectively.					
I am reliable.					
I can negotiate with other people.					
I deal well with people who have power and authority over what I do.					
I solve problems.					
I deal well with stress and tension.					
I communicate with other people by phone.					
I communicate with other people by letter.					
I communicate with other people by conversation.					
I know what careers I am interested in/not interested in.					
I know about the range of opportunities in education, training and employment.					
I know how to give and get support about careers.					
I understand what kinds of skills and attitude are important to develop my career.					
I feel prepared for the transition from school.					

Goal Setting & Career Planning

This section is about students identifying what they want to achieve and how they can work towards those goals

Students may find it helpful to discuss their ideas with their mentor, especially in the “how to get there” phase

MY FUTURE PLANS (AT THE MOMENT!!!)

I choose to:	Step 1 Rate on a scale of 1 to 5 how important this is to me. (circle)	Step 2 Will I do anything about it in the next 12 months? (circle)	Step 3 What is my goal? What will I do?
			
Learn study strategies (homework, timetables, etc)	1 2 3 4 5 Low high	<input type="checkbox"/> Yes <input type="checkbox"/> Possibly <input type="checkbox"/> No	
Improve my grades	1 2 3 4 5 Low high	<input type="checkbox"/> Yes <input type="checkbox"/> Possibly <input type="checkbox"/> No	
Be active in school projects	1 2 3 4 5 Low high	<input type="checkbox"/> Yes <input type="checkbox"/> Possibly <input type="checkbox"/> No	
Complete years 10, 11 & 12	1 2 3 4 5 Low high	<input type="checkbox"/> Yes <input type="checkbox"/> Possibly <input type="checkbox"/> No	
Find a mentor	1 2 3 4 5 Low high	<input type="checkbox"/> Yes <input type="checkbox"/> Possibly <input type="checkbox"/> No	
Be better organised	1 2 3 4 5 Low high	<input type="checkbox"/> Yes <input type="checkbox"/> Possibly <input type="checkbox"/> No	

I choose to:	Step 1 Rate on a scale of 1 to 5 how important this is to me. (circle)	Step 2 Will I do anything about it in the next 12 months? (circle)	Step 3 What is my goal? What will I do?
Baby-sit/Tutoring/Gardening	1 2 3 4 5 Low high	☀ ☀ ☀ Yes Possibly No	
Do paid jobs around my home	1 2 3 4 5 Low high	☀ ☀ ☀ Yes Possibly No	
Do Umpiring/Coaching sport	1 2 3 4 5 Low high	☀ ☀ ☀ Yes Possibly No	
Get a part-time job	1 2 3 4 5 Low high	☀ ☀ ☀ Yes Possibly No	
Apply for a scholarship	1 2 3 4 5 Low high	☀ ☀ ☀ Yes Possibly No	
Take on further studies/courses	1 2 3 4 5 Low high	☀ ☀ ☀ Yes Possibly No	
Take up a Traineeship/apprenticeship	1 2 3 4 5 Low high	☀ ☀ ☀ Yes Possibly No	
Go to University/TAFE	1 2 3 4 5 Low high	☀ ☀ ☀ Yes Possibly No	
Go onto full-time tertiary education	1 2 3 4 5 Low high	☀ ☀ ☀ Yes Possibly No	

I choose to:	Step 1 Rate on a scale of 1 to 5 how important this is to me. (circle)	Step 2 Will I do anything about it in the next 12 months? (circle)	Step 3 What is my goal? What will I do?
Work part-time and study part-time	1 2 3 4 5 Low high	☀ Yes Possibly No	
Study to be a _____?	1 2 3 4 5 Low high	☀ Yes Possibly No	
Study overseas	1 2 3 4 5 Low high	☀ Yes Possibly No	
Apply for full-time employment	1 2 3 4 5 Low high	☀ Yes Possibly No	
Get a full-time job	1 2 3 4 5 Low high	☀ Yes Possibly No	
Live at home, budget to move into own place	1 2 3 4 5 Low high	☀ Yes Possibly No	
I also choose to: _____	1 2 3 4 5 Low high	☀ Yes Possibly No	
I also choose to: _____	1 2 3 4 5 Low high	☀ Yes Possibly No	
I also choose to: _____	1 2 3 4 5 Low high	☀ Yes Possibly No	



MY CAREER GOALS

The first step towards reaching your career goal is to identify and plan how you will do it. Choose at least two careers that you are interested in and complete the chart with your mentor.

Hint: This is a useful start to your project plan!

CAREER GOALS CHART			
	people and resources I can go to for more information	courses required / recommended / scholarships available	skills and qualities I need
Career Option 1 <hr/>	<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • • •
What sorts of things would I do in this job? • • • • • • • •	Companies or Organisations I could work with • • • • • • •	Good things about this job • • • • • • •	Bad things about this job • • • • • • •

CAREER GOALS CHART (cont)			
	people and resources I can go to for more information	courses required/ recommended/ scholarships available	skills and qualities I need
Career Option 2 <hr/>	<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • • •
What sorts of things would I do in this job? <ul style="list-style-type: none"> • • • • • • • 	Companies or Organisations I could work with <ul style="list-style-type: none"> • • • • • • • 	Good things about this job <ul style="list-style-type: none"> • • • • • • • 	Bad things about this job <ul style="list-style-type: none"> • • • • • • •



Other Ideas:

.....

.....

.....

.....

SWOT A SWOT analysis is often used to weigh up the 'pros' and 'cons' of a decision . To use it, select one of your career choices and fill in the boxes with words that describe the headings. **For example as a waiter.....**

STRENGTHS

eg Working with people

S

WEAKNESSES

eg Working when friends are socialising

W

OPPORTUNITIES

eg Travel

O

THREATS

eg Not enough work in off-season

T

DEVELOPING YOUR CAREER PATH

A "Career Path" can be mapped by answering the following four questions in order (1 - 4), from the past to the present and future:



4

Where do I see myself in the long term (two years time)?

.....

3

Where do I see myself in the short term (12 months time)?

.....

2

Where am I now?
(thinking about leaving school)

.....

1

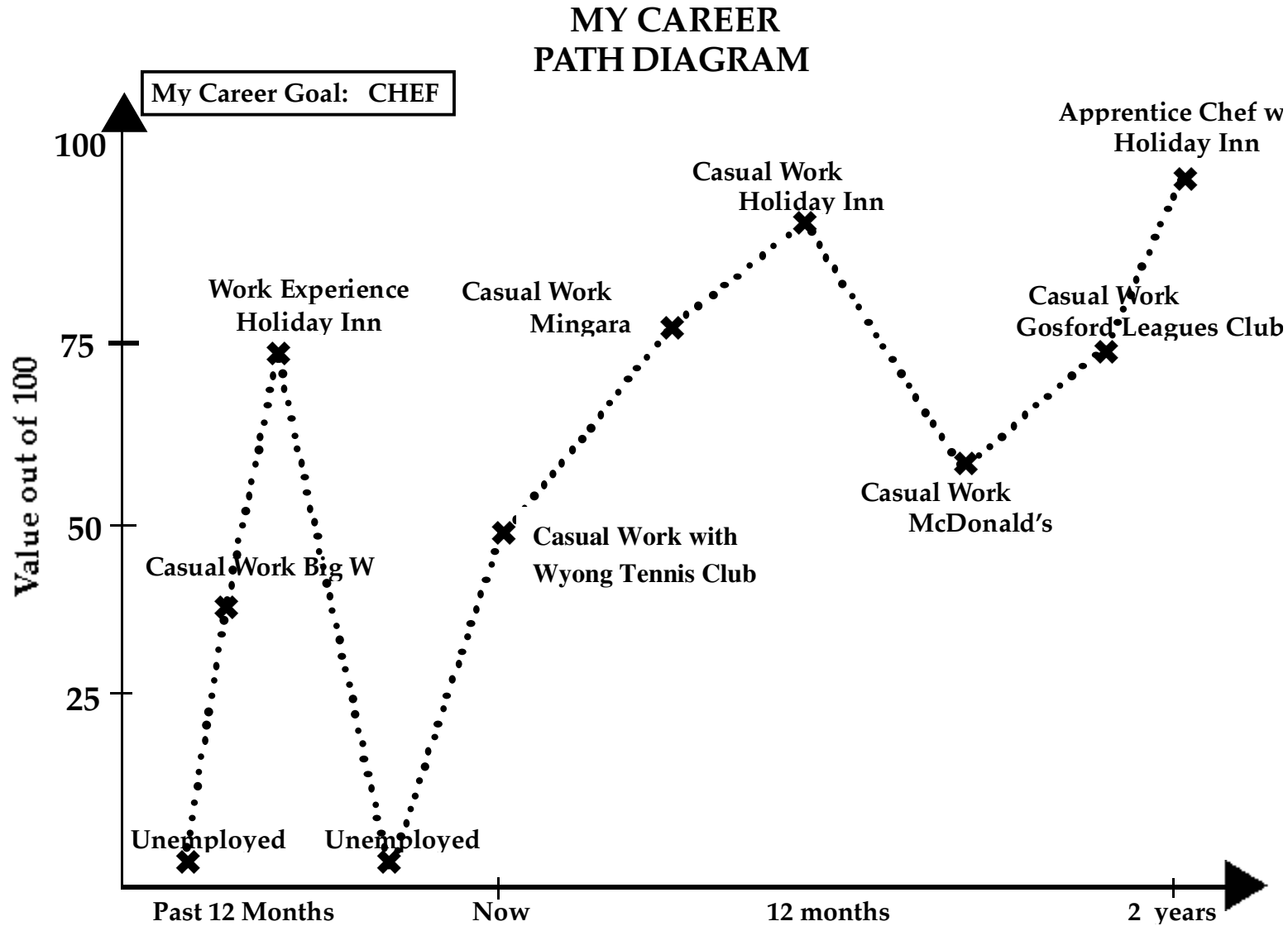
Where have I been?
(working casually and going to school)

.....

HOW AM I GOING TO GET THERE?

Use this information to help draw a Career Path Diagram on the following pages.

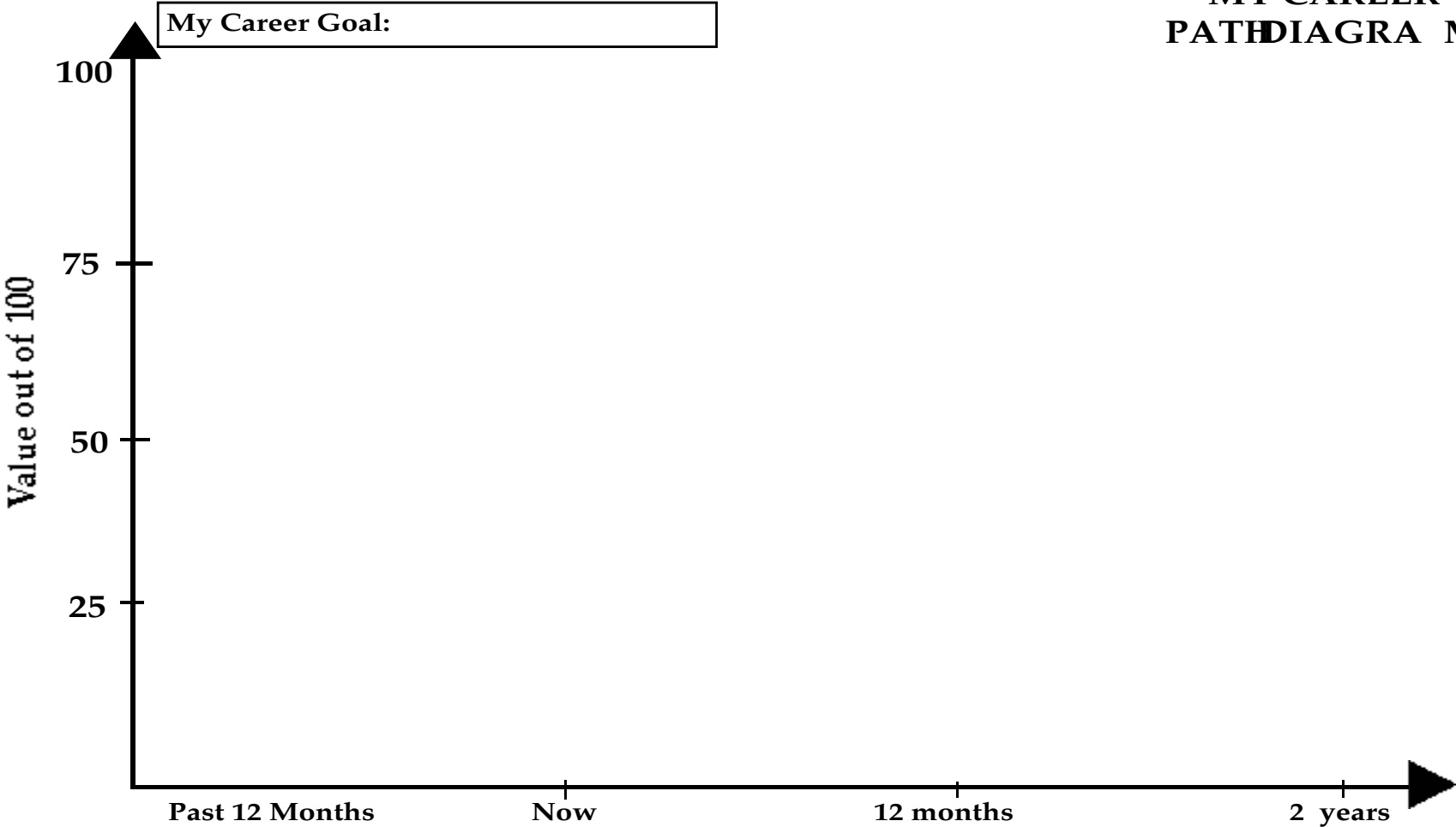
The following is an example of a Career Path Diagram. Each landmark or activity is rated out of 100 as to its value towards the career objectives



CREATING YOUR CAREER PATH DIAGRAM

Draw your own Career Path Diagram – dream a little and have some fun!and think big!

MY CAREER PATH DIAGRAM



Planning Resources

This section provides students and mentors with some of the planning tools they may find useful in planning their project.

Project Diary

Date	Notes, Comments, Contacts

Date	Notes, Comments, Contacts

Contact List

NAME	ORGANISATION	ADDRESS	SUBURB	POST CODE	PHONE	FAX

PLANNING SHEET FOR MAKING A TELEPHONE CALL



1. Call to be made to: _____

2. Phone number: _____

3. Best time to make call: _____

Purpose of the call - what I want to achieve: _____

Points I should make:

6. Information I need from the call:

7. Agreement reached:

8. Follow up actions to be taken:

date

action

taken by

EXCURSION EVALUATION
This information will be useful for your presentation.

Your Name _____ **Name of Venue:** _____

Tick the appropriate box.

Before today, I already knew this place existed. Yes No

Before today, I knew what sort of jobs were provided here. Yes No

I'd like to work/study here. Yes No

This place was what I thought it would be. Yes No

COMMENTS: (Optional)

Your Name _____ **Name of Venue:** _____

Tick the appropriate box.

Before today, I already knew this place existed. Yes No

Before today, I knew what sort of jobs were provided here. Yes No

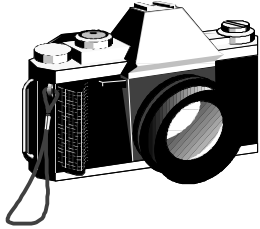
I'd like to work/study here. Yes No

This place was what I thought it would be. Yes No

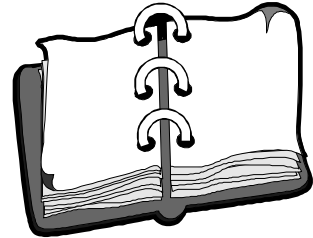
COMMENTS: (Optional)

Individual Projects & Presentation Ideas

PRESENTATION IDEAS



VIDEO
SCALE MODEL
INTERVIEW
BOOK



DIARY

ADVERTISEMENT

ANIMATION

SPEECH

DANCE

RESEARCH REPORT

PHOTO COLLAGE

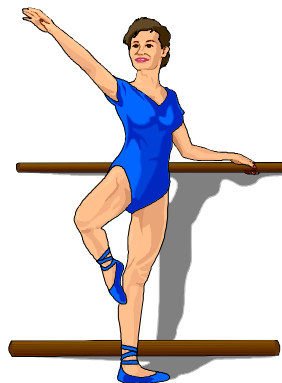
PAMPHLET

SLIDE SHOW

ESSAY

MURAL

POSTERS



HOW ELSE WOULD YOU LIKE TO SHARE YOUR PROJECT ???

PROJECT PROPOSAL



Student's Name	
Mentor's Name	
Which career/s are you investigating?	
What do you want to find out about this career?	
Where do you think you will find this information?	
What excursions will you plan?	
Describe how you will present the information you collect	
What help will you need from your mentor?	
List the resources you will need to complete the project?	
List the people you whose help you will need	Use the contacts list
Dates for review sessions:	
Presentation Date:	

Procedures and Permission Notes

This section provides the necessary permission notes for students to participate in the various activities associated with Plan-It Youth.

PROCEDURE FOR STUDENTS TO LEAVE THE SCHOOL DURING SCHOOL TIME

This information will be needed when your child wishes to attend a venue outside the school in regards to their project (which does not include the group as a whole).

It is the responsibility of the student involved to ensure their permission note is handedat least two school days before their intended excursion. In addition to this a “Variation To Routine” form will need to be completed at least one day prior to the date.

On the permission note you will need to include -

- * Name
- * Home group/Roll Class
- * Year
- * Date of excursion
- * Name of organisation you will be visiting
- * Contact person within organisation
- * Location/s planned to visit
- * Method of transport
- * Time departing school - if leaving part way through the day
- * Time arriving back at school - if returning
(MUST report immediately to before returning to class)
- * Emergency contact name and number
- * Parent/Guardian consent and signature

Thank you for your support

IMPROMPTU VARIATIONS - STUDENT FORM

Before you are permitted to participate in any activity which removes you from your formal lessons the following procedures must be followed.

1. Fill in the following details.

Name: _____ Home Group: _____ Year: _____

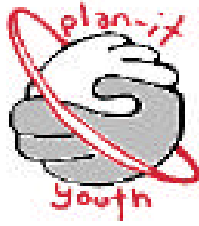
Activity: _____ Venue: _____

Date: _____ Supervising Teacher: _____

2. You must obtain permission from all teachers of any subject you may miss. By signing this document you are agreeing to catch up on any work missed.

PERIOD	SUBJECT	STAFF SIGNATURE	STUDENT SIGNATURE

3. **RETURN THIS SHEET TO**
IF IT IS NOT COMPLETED AND HANDED IN BY.....
YOU WILL NOT BE PERMITTED TO PARTICIPATE IN THIS ACTIVITY.



Date:

Dear.....

I give my permission for my son/daughter/ward.....
from roll class to attend an excursion with his/her mentor from the
Plan-It Youth Project. I understand the details of the excursion are:

Date:

Time:.....

Location:.....

Transport details:.....

Purpose of the Excursion:

.....

Authorising Teacher: (please print name).....

Teacher's signature:.....

Mentor's name: (please print name).....

Mentor's signature.....

Parent's Signature: Date:

My Resume

This section provides some information regarding the preparation of your resume. The sample resume is a guide only. For further assistance in the preparation of your resume you should contact your careers advisor.

Preparing Your Resume

(pronounced 'rez-yoo-may')

Your resume is clear statement of your value to a prospective employer.

It is a good idea to start preparing your resume before you actually need it to apply for a job. This will ensure you have all the information you need and it is presented in the best possible way.

Your resume should contain all the details necessary for applying for any job in your chosen occupation. When searching for a job, you are likely to apply for many jobs in a similar field. A covering letter is used to highlight the parts of your resume most relevant to the particular job you are applying for.

IMPORTANT: Make sure you provide a photocopy of your birth certificate, your last two school reports and your tax file number if you have one.

POINTS TO REMEMBER

- The whole document should not exceed one page in length.
- The entire document should be done in the same font. Use larger sizes for headings and emphasis.
- Use bold, italics to draw attention to a few key items.
- Always provide the most recent information first
- Print Resume on plain paper (a shade of off-white is recommended).
- Include information that highlights your strengths for the particular job.
- Do not use the pronoun "I". Use action verbs to emphasize accomplishments.

Eg Instead of saying I topped the English examinations, say Excelled in English – topped final exams.

The following page provides a guide to preparing your resume but it is a good idea to look at as many different resumes as possible before preparing your own.

<YOUR FULL NAME IN CAPS>

Street Address
City, State Post Code
(Area Code) Phone #

EMPLOYMENT OBJECTIVE

If you are applying for a specific position for which you possess unique qualifications, you may want to include an **employment objective**. The objective statement should emphasize the job functions and work environment you desire.

EDUCATION

INSTITUTION CURRENTLY ATTENDING Expected certificate, date of expected completion.

Course Work: list courses taken that display breadth or are relevant to job requirements. List any awards or distinctions.

PREVIOUS INSTITUTION ATTENDED List any degrees that apply similar to above. If high school, then list any distinctions, positions held, clubs, team sports. For example: "School Captain; SRC; Secretary, Young Achievers Project; School Rep Soccer and Tennis."

EXPERIENCE

MOST RECENT PLACE OF EMPLOYMENT, Location of job, Position Held, Job dates.

A brief description of the job's duties and your tasks. Be precise and use action verbs that explain your job responsibilities. Emphasize your accomplishments!

PREVIOUS PLACE OF EMPLOYMENT, Location of job, Position Held, Job dates. This should follow the format above. All jobs should be listed in descending order so that the most recent job experience tops the list. This experience can also include an activity that is relevant to the job you're applying for.

SKILLS/INTERESTS

Computer: List all programs that you have used and understand (Ex: Microsoft Word, Microsoft Works, Microsoft Excel)

Languages: List all languages that you know and level of fluency (Ex: Italian-Speak, Read, Write)

Interests: List any interests you enjoy (Ex: biking, golf, hiking, reading, running)

PERSONAL DATA

Date of Birth
Places lived
Travel Experiences (outside Australia)

REFEREES

Provide the name and contact details for two people who are prepared to act as your referee (Make sure you check with them first).
State the relationship you have with this person eg previous employer.