Unit One addressed the big picture of labor market realities— which industries are growing, which are shrinking, and technology’s impact on the market. Students learned about a wide range of careers in the Food Production sector and which subsectors have the most plentiful jobs in their region. They learned about the industrialization of Food Production throughout history, how our food gets from the farm to our table, and examples of careers available at each stage of the food system. Students also learned about cutting edge technology that is changing the way our food is grown and manufactured.

Unit Two addressed the inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assess their own interests and conduct a group research project about careers in the Food Production sector.

In Unit Three, students’ research became personalized. They heard from Food Production workers themselves, through firsthand accounts and interviews from workers in text and video, and discussed what they learn. They developed informational interview questions and conduct further research on Food Production careers of interest.

In Unit Four students considered what it takes to prepare for a career in Food Production. They learned about common career pathways in the industry and considered how career movement happens in Food Production careers. What kinds of training and education opportunities are available for someone interested in this field? Students get a taste of training and learn about the importance of sanitation through reading a food safety training manual from a Food Production facility.

In Unit Five, students consider what it takes to prepare for a career in Food Production. They learn about common career pathways in the industry, including training and educational opportunities. They get a taste of training by reading food safety training manuals.
Unit 5 • Summary

1. HOW TO GET HIRED IN FOOD PRODUCTION

Students read an article based on interviews with several Food Production employers and business owners, then paraphrase and make inferences about the information, and create role plays that demonstrate these expectations.

2. IDENTIFYING YOUR NETWORK

Students write a reflection about a personal experience of gathering information from someone they know or have met. They then identify a potential professional network, including people they know and businesses with which they are familiar.

2.1 Developing Informational Interview Questions

After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.

3. LANGUAGE TO LEVERAGE YOUR PERSONAL EXPERIENCE IN FOOD PRODUCTION

Students practice using vocabulary that can be used in cover letters, resumes and job interviews to describe their potential contributions to an organization or business, including how to frame negative experiences from the past in a positive light.

4. READ AND DISCUSS: CAREER ADVANTAGES OF BEING BILINGUAL

Students read an article and answer questions about the advantages of being a bilingual employee and job-seeker.

5. READING SAMPLE HELP WANTED ADS IN FOOD PRODUCTION*

Students read a selection of help wanted ads from the Food Production sector. Some of the ads are very detailed; others are not. Students ask questions about and make inferences from the ads to figure out what each job entails and match a fictitious job applicant to the job ad that seems the best fit for them.

6. ASSESSING FOOD PRODUCTION JOB OFFERS*

Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write an essay identifying which position they would choose and why.
7 • STARTING YOUR OWN BUSINESS SERIES*

Students learn about starting a business. They perform calculations using statistics about small business employment in New York City. They read narratives from New Yorkers who have started their own Food Production businesses and practice using some of the online services available to New Yorkers hoping to open their own businesses.

7.1 • Calculating with Percents: Small Businesses in New York City*
Students read a brief passage about small business employment in New York City, then perform calculations using percents and decimals drawn from information in the passage.

7.2 • Small Business Narratives in Food Production*
Students read narratives of people who started their own Food Production businesses, then consider the steps necessary to open those businesses.

7.3 • Developing Questions: Food Production Incubators*
Students learn about incubator programs that help food entrepreneurs get small businesses off the ground. They research food incubator programs and discuss why someone might choose one program over another.

7.4 • The Nuts and Bolts of Launching a Business*
Students research the legal requirements of opening a business. They learn how to use the website of New York City’s Department of Small Business Services* to find the required steps to open the business of their choice.

8 • A PANEL OF FOOD PRODUCTION PROFESSIONALS

Students have the opportunity to interact directly with Food Production professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

9 • MY CAREER MAP

Students map their own career trajectory, including past and current jobs, what they learned from them about themselves, future goals, and steps they can take to reach those goals.

9.1 • Career Map Writing Activity
Students complete a writing activity analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future. Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.
How to Get Hired in Food Production

Students read an article based on interviews with several Food Production employers and business owners, then paraphrase and make inferences about the information. They work in groups to identify the desired qualities employers describe, define them, and create role plays that demonstrate these expectations.

PREP

- Read What Matters to Food Production Employers?
- Complete both worksheets in preparation for assisting students with them.
- Be prepared to discuss the following terms in the context of the workplace: dependability, positive attitude, initiative, cooperation and ongoing learner.
- Read each scenario and decide the number of actors you will need for each scene. Roles will include employer or supervisor and employee, and may also include co-workers.
- Cut up enough Employer Expectations Scenarios to assign a positive and negative scenario of each characteristic to each group of students. It’s okay to give the same scenario to more than one group.

MATERIALS

- What Matters to Food Production Employers? handout
- Paraphrasing and Inferring: Advantages and Challenges in Food Production handout
- Qualities that Food Production Employers Look For handout
- Employer Expectations Scenarios

EXPLAIN

1. If someone asked you the skills and knowledge that are most important for people working in Food Production, what comes to mind?
   - Food safety (good hygiene, keeping food safe from bacteria and other contaminants through proper handling and storage), operating large machines, assembling products, mechanical maintenance and repair knowledge, animal care, soil/crop science

2. There are important safety and technical skills that a Food Production worker needs, but those are not the only type of skills required. There are also what
are called “basic skills”, such as reading, writing, math, and English language proficiency. In addition, there are what are called “soft skills”, or professional skills. **What are some examples of soft skills?**

Communication skills, being on time, taking initiative, working well as part of a team.

3 Distribute the *What Matters to Food Production Employers?* handout. We’re going to learn more about what Food Production employers look for in a worker, and the characteristics of people who work in this field.

4 Ask students to read and annotate it, marking anything they find important, interesting, confusing, or surprising.

5 When students are finished, distribute the *Paraphrasing and Inferring: Advantages and Challenges in Food Production* worksheet and ask them to complete it in pairs.

6 When student pairs have finished, ask them to join another pair so that they form groups of four. Distribute the *Qualities that Food Production Employers Look For* handout. Ask the groups to work together to complete the chart. While students are working in groups, write the following terms on the board:

<table>
<thead>
<tr>
<th>dependability</th>
<th>cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive attitude</td>
<td>ongoing learner</td>
</tr>
<tr>
<td>initiative</td>
<td></td>
</tr>
</tbody>
</table>

7 When students have completed the chart, ask them to share what they wrote with the class.

8 Ask students to write definitions of the terms on the board, then discuss.

What do they mean in a work context? What do they mean to an employee? What do they mean for a Food Production supervisor?

Ask students to explain their answers using follow up questions such as:

How do you know? What makes you think that? Can you explain why you think that?

Students should understand by the end of the conversation that these kinds of skills are often called “soft skills” or “professional skills” and that they are important to all employers in all industries, but can require different things of workers depending on the requirements of a particular job.
Now we will have the opportunity to see some of these soft skills in action by acting out scenes in which workers successfully or unsuccessfully demonstrate these skills in the workplace. How do you think role playing workplace scenarios can help you be successful? What kinds of skills will you need to use in order to do this activity?

A. Role playing allows us to actually experience and practice a skill instead of just reading about it. If we practice speaking to an employer, client, etc. now, it won’t feel new or unfamiliar when it happens on the job.

B. Working together as a group, public speaking, organization, improvising, imagining, being creative, problem solving, connecting with an audience

Put students into groups of an appropriate size depending on the scenario. Distribute the scenarios. Each group should receive one positive and one negative scenario for the same characteristic.

Explain to students that they are going to create two skits: A “What to Do” and a “What Not to Do” skit. In other words, one skit that shows an employee successfully demonstrating the soft skill and one that shows an employee who does not.

Point out that each scenario has a list of character roles. Each group should decide which student will play each role in their scenarios. Skits should be no more than 2-3 minutes long. Check for understanding and reinforce the instructions by asking a student to explain to the class what they are about to do. Make sure students understand they are creating two skits and the difference between the two skits.

Give groups 20 minutes to develop and practice both skits for their assigned expectation. After 20 minutes, have each pair or group perform their scenarios in front of the class.

After a group presents, the class discusses what it saw. Use the following or additional questions to engage deeply with the scenario and workplace expectation.

- Which characteristic did this skit demonstrate?
- Was the employer or supervisor satisfied with the worker? Why or why not?
- How did the employer show she or he was satisfied or dissatisfied?
- What were the consequences, either negative or positive, of the worker’s performance?
- How did the worker’s performance affect the business?
- What would you do if you were the worker?
- What would you do if you were the employer or supervisor?
**What Matters to Food Production Employers?**

Below is the result of interviews with Food Production experts:

Jennifer Tiffany—Cornell Cooperative Extension NYC; Maria Grimald—NY Small Scale Food Processors Association; Sal Bonafante and Yvonne Peterson—Lactalis American Group, Inc.; Katherine Gregory—Mi Kitchen Es Su Kitchen Incubator; Wylie Goodman—Cornell University; Katie Sue Carpenter—New York Agriculture in the Classroom; Maria Rojas and Christopher Wayne—GrowNYC, New Farmers Program; Eliot Nicholas—Associated New York State Food Processors; Bob King—Agricultural and Life Sciences Institute, Monroe Community College; Onika Abraham—Farm School NYC

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**What's needed in a Food Production worker?**

We look for some basics—English language skills are important. Your English does not have to be perfect, but our workers must be able to understand work and safety instructions—safety is our number one priority! Food Manufacturing is in fact the safest form of Manufacturing because workers must follow very strict safety procedures to prevent food from becoming contaminated, which can make people sick or sometimes even kill them. Basic math and problem-solving skills also go a long way in this sector. You should be able to add, subtract, divide, multiply, and understand cause and effect. Chemistry knowledge is a plus in Food Manufacturing, but not necessary. Anyone who grew up on a farm or has experience on a farm is a very attractive candidate for Agricultural jobs because they already have an understanding of the challenging physical labor and work schedules that are required of many Agricultural workers. In addition, Food Manufacturing employers look favorably on farm experience, as the nature of farm life indicates knowledge of basic food safety and the ability to work hard at a challenging job. Job candidates who have experience in the food service industry, such as servers or cooks, also have an advantage in Food Production jobs, as they typically already have previous knowledge of food safety and sanitation practices. Previous business and management skills are necessary for anyone interested in supervisory positions.

**What does job readiness mean to us?**

We want workers who show up on time, prepared to work hard. If you are reliable, focused, and have a willingness to learn, then you are ready for a job in Food Production! And a passion for food and feeding the world goes a long way. Being detail-oriented and able to work on a team will get you far in Food Production. There are a lot of important “soft skills” in our sector. We value people who are respectful and have good communication and people skills. People interested in Food Production should be curious, hardworking, and not afraid to get a little dirty—especially if you are going to work on a farm! In Food
Manufacturing facilities, workers must keep their station clean, tidy up around the shop or plant as needed, and be open to constructive feedback. A positive attitude counts for a lot.

**What about technical skills and knowledge?**

A lot of new employees might not know things by name, but they know them by skill set. If you walk in with some mechanical aptitude or technical skills, it will be an advantage. That said, you do have to gain the knowledge, and that doesn't come quickly. Even with an Associate's degree, you'll have theoretical knowledge, but you will still have to acquire the hands-on knowledge it takes to work in a specific factory, with particular machines, food products, and raw materials. It is common for entry-level Food Manufacturing employees to spend 4-6 weeks as a trainee on the particular equipment they will be operating, regardless of past experience. Technological skills are not a requirement for every job in Food Production, but being computer literate won't hurt. Increasingly, computers are used to design food products, process foods, manage the operations and resources of a food processing plants and farms, operate agricultural machinery, plant crops, and more. Completing college isn't required, but it does give you a leg up. There are some courses and certifications in the sector that can prepare you for specific jobs or give you an advantage among other job applicants. For example, HVAC-R (Heating, Ventilation, Air Conditioning, and Refrigeration), GMP (Good Manufacturing Practices), PLC (Programmable Logic Controller), and various Electrical and Mechanical certificates and courses. It is important to understand these certificates and courses might help you stand out as an applicant but they aren't always required in order to get hired. They do show that you can complete training, which is a good thing for employers to know about you. Entry-level workers in Food Manufacturing don't often need a certificate to get their foot in the door, however, certain certifications might be necessary to get specific promotions.

Who goes into Food Production?

People think Manufacturing is “dark, dirty, and dangerous” work and that jobs are dying out or going away. Food Manufacturing plants today are technologically advanced places. Much of the work is automated, and that eliminates a lot of the dirty, dangerous work of old. As for dying jobs—Manufacturing in general, and especially Food Manufacturing, are alive and well. It’s true—you need different skills than your parents had to have to get a Food Manufacturing job, but today's jobs are relatively clean and safe, as long as safety protocol is followed properly. Similarly, jobs in Agriculture have changed dramatically from decades past where all the labor was done by hand. While some Agricultural jobs still require challenging physical labor, advances in technology have created jobs in Agriculture for people who are interested in STEM-related
Section 1

(Science, Technology, Engineering, and Math) careers, which often include above-average pay and benefits.

Food Production is a rewarding career. You get to be part of feeding the world’s growing population. Many people believe this is one of the most important careers someone can choose because without nutritious food to eat, humans cannot be happy, healthy, or stay alive. In Food Production, you get to work with your hands and with tools, machines, technology, animals and plants; you get the satisfaction of using your skills to make delicious, nutritious food for people to enjoy. Human beings have an innate desire to make things and food is one of the most important parts of every country and culture on Earth. Food is life! Food Production jobs can give you a sense of pride and increased self-esteem knowing you played a small part in feeding the world.

Challenges in Food Production

There are definitely some challenges in Food Production: Sometimes you have to work long days to get the job done. Many Food Manufacturing facilities are open 24 hours a day, seven days a week and new entry-level hires will typically be required to work evening and overnight shifts, as well as weekends, and some holidays for the first year or two, until they get some seniority. It is important that job applicants understand this coming in and are willing to work as part of a team to get the job done. Agricultural workers that work on farms often work long, hard days and sometimes have to find other work during seasons when the farm is not operational. However, great job performance can get you raises and opportunities for advancement, which can also come with better work hours and other benefits.

Many of our grandparents were skilled laborers and wanted their kids to go to college so they didn’t have to do difficult physical labor. Those kids got desk jobs—but how many people have college degrees and still don’t work in what they’re interested in? There aren’t many jobs left where you can be an artisan or work with natural resources, creating something that always brings people together—food! Food Production employers are always looking for these people.
Paraphrasing and Inferring:
Advantages and Challenges in Food Production

In your own words, write three advantages of working in Food Production, according to the interview. Provide a quote from the article to support each paraphrase. Then, write down three things you think might be challenging about working in Food Production based on the interview.

ADVANTAGES OF WORKING IN FOOD PRODUCTION:

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<th>Advantages</th>
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CHALLENGES OF WORKING IN FOOD PRODUCTION:

1. 

2. 

3. 
### Qualities that Food Production Employers Look For

In the left-hand column write a quality valued by Food Production employers, according to the text. In the right-hand column, write a definition of that quality.

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<thead>
<tr>
<th>Desired quality (skill, knowledge, or experience)</th>
<th>Definition of desired quality</th>
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Note from the Writer’s Desk

TO THE TEACHER:

The following note describes the curriculum writer’s own research process including searching for experts in the Food Production industry, interviewing them and synthesizing the information she found. You may share this with students as an example of what they, as career explorers and job seekers will do as they continue learning about careers in Food Production or any sector.

LIZ LATTY is a curriculum developer for The City University of New York. When she started working on the Food Production CareerKit, she didn’t know very much about the sector, but she knew she needed to become an expert on it in order to write lessons for students. She read as much as she could on the topic, and learned information and terms that contributed to her understanding of the sector, but she knew that some information could only be learned from experts who have spent a long time working in the field. She didn’t have any personal contacts who worked in Food Production, so she started by talking to contacts she had at the university who worked in Workforce Education programs. Those people helped her learn about Food Production in New York City, but she also wanted to learn about Food Production around New York State. She found professional organizations in Food Production by doing web searches. For example, she found the Associated New York State Food Processors. Even though she didn’t know anyone who worked there, she decided to call the association to see if someone would be willing to speak with her about the sector. First, she developed a list of questions she wanted to know the answers to. Then she called the organization. The first person she spoke to couldn’t give her the information she needed, but referred her to someone else who could. She spoke with Eliot Nicholas at the association, who helped her understand key information about the sector, for example, which are the jobs that people without college degrees can get, what are employers looking for in new hires and how can people advance in the field? In addition to providing information, Eliot Nicholas also referred her to other people she could call to learn about other aspects of the sector. Sometimes she heard information that surprised her and she felt she needed to hear it from a few other experts in the field before she considered it true enough to share with students. So like a scientist repeating an experiment to make sure she got the same results every time, she asked the same questions of several people to make sure she got the same answer repeatedly. In addition to speaking with people from professional organizations, she also spoke to people at Food Production companies. These were the people who worked on machines, hired and trained staff, and supervised new workers. She found that people were very willing to talk to her, and excited that more students would learn about working in the Food Production industry. Although she wasn’t able to reach everyone she contacted, and some people didn’t return her calls, she spoke with about twenty people in total. During the calls, she took very detailed notes, writing down as many important points as she could. Once the call was over, she reviewed her notes to see how the information relayed in the call could help her see a clearer picture of the Food Production industry as a whole. The interview on the preceding pages is composed of responses from several different people. She grouped the information according to theme, so it would be coherent and easy for students to follow. While she didn’t know much about the Food Production industry at the beginning of the project, now she feels confident in helping students learn about the career opportunities in this sector.
Employee Expectations Scenarios

Dependability

1. **JOE** has to be at his job at Manhattan Chocolatiers at 7am, where he works as a Chocolate Maker. At 6:30am Joe finds out his daughter’s babysitter cannot make it today and he does not have a back-up. He will need to get her ready for school and drop her off. He doesn’t call the boss to tell him because he knows he will probably only be about 15-20 minutes late. He figures his co-workers will understand and will help out by working faster to make sure they complete the morning tasks. When he arrives to work 30 minutes late because of traffic, his co-workers are upset with him and have already told the boss that Joe’s lateness is preventing them from starting on time and getting their work done.

   CHARACTER ROLES: **Joe, Joe’s Daughter, Babysitter, Joe’s co-workers, Joe’s Boss**

2. The team leader has been out on disability leave and **LISA** has been asked by her supervisor to run the weekly safety meeting at the dairy plant where she works. She has been hoping for an opportunity like this for a long time. Every night for a week, Lisa has come home from work and prepared for the meeting so that her supervisor knows she can count on her. The morning of the meeting, Lisa leaves home a half hour earlier than usual to be certain she is there on time. When everyone arrives for the meeting, Lisa is there to greet them, and checks in on how the past week has been going before formally starting the meeting.

   CHARACTER ROLES: **Lisa, Lisa’s Supervisor, Lisa’s co-workers at the meeting**
Positive Attitude

1. **SHEILA** is a Biological Technician at an Agricultural research firm that specializes in food safety and quality. She loves the fact that her job involves making food safer and more nutritious, but she absolutely hates all the lab reports she has to fill out so her research team can track the experiments they perform. Today she has been asked to make sure her and all her co-workers’ reports are complete and up-to-date for the month. When her supervisor comes by Sheila’s desk, she asks Sheila how her day is going. Sheila responds by complaining about how much she hates filling out lab reports, checking data, and looking after other people. She reports that she’d rather be in the lab because it’s more exciting and she can’t wait till the day is over.

   CHARACTER ROLES: Sheila, Sheila's supervisor

2. **CARLOS** is a part of a team of sales representatives for an Agricultural equipment company. Lately, his co-workers have been really discouraged because it is taking longer than expected to meet their sales goals. They are working long hours making phone calls and visiting clients that do not yield sales. It feels like the job might never end. When they are on their lunch break, Carlos hears some of his coworkers complaining to each other, which seems to be bringing everyone else down. Carlos knows that their negative attitudes are only going to make their work harder and the day go by slower. Even though Carlos is tired and frustrated too, he decides to encourage everyone by telling jokes and reminding them that the longer they work, the more money they make. Carlos makes a game out of it, challenging his co-workers to not complain for the rest of the work day just to see if they feel better at the end of the day or if it has gone by any faster.

   CHARACTER ROLES: Carlos, Carlos's co-workers

Initiative

1. **JOHN** works as a Service Technician at a yogurt manufacturer. His boss mentions at a meeting that he needs someone to work on one of the machines which keeps getting stuck and is causing major delays. John has repaired that machine before, and he knows it’s a complicated task to get it going again. John averts his eyes during the meeting, hoping he won’t get the bad luck of having to work on this repair project.

   CHARACTER ROLES: John, John's Boss, John's co-workers at the meeting
2. **CHRIS** works as a Veterinary Technician at a rural veterinary clinic that primarily serves large animals on local farms. As part of a county-wide initiative to reduce carbon footprints, the lead veterinarian has begun to implement new paperless procedures to make their business better for the environment. Chris has an idea about how to cut back on the clinic’s use of plastic as well, but he isn’t sure his idea is good enough or if it will work. He really wants his boss to know how dedicated he is to his job and to the clinic reaching its goals, so he decides to overcome his fear and tell his boss the idea. His boss is very impressed with Chris’s initiative and decides to implement his idea.

CHARACTER ROLES: Chris, Lead Veterinarian (Chris’s Boss)

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**Cooperation**

1. **ALLISON’S** co-worker in the distribution center, José, has asked her to help move some boxes of extra cereal inventory into the storage room. This is not a task that Allison enjoys and José did not ask very nicely, but their boss has said the task needs to be finished by 4pm and it is already 3pm. Allison knows the job is too big for one person and that it is important for the work to be done by the end of the day, but she has somewhere to be at 3:30pm. Allison leaves the office for the day to rush to her appointment.

CHARACTER ROLES: Allison, José

2. **VERONICA** has to create social media posts for a new marketing campaign at the vineyard in the Finger Lakes region of New York, where she works as an Administrative Assistant. The posts need to include descriptions of new wines, upcoming wine tastings and classes, plus images of the facilities in an attractive design. Veronica is a good writer, but she doesn’t have the graphic design skills to make the posts look nice. She knows that her co-worker Sam took a graphic design class at the local community college last semester and that another co-worker, Mariama, loves to take pictures as a hobby on the weekends. She decides to ask her co-workers to help her on the project so that the posts can look their best. Her co-workers gladly agree to teach her the basics and the posts turn out great. Veronica makes sure to give her co-workers credit for their collaborative efforts.

CHARACTER ROLES: Veronica, Sam, Mariama
Ongoing Learner

1. **Lawrence** has been asked by his boss to count and record the inventory of jams and jellies at the small batch food processing company where he works in packaging and labeling. He has never done this task before. He wants to do his very best at this task, so he asks his boss if there is another co-worker who could show him how to do the task or a manual he could read that would help him learn this new skill. His boss gives him a binder that has detailed instructions for how to take inventory. Lawrence takes the binder home and reads it carefully that night. The next day he arrives at work confident he can do the job well. When he is finished, his boss is very impressed and glad that he now has another person he can count on to do inventory.

CHARACTER ROLES: Lawrence, Lawrence’s Boss

2. **Roberta’s** job at a Food Manufacturing plant is offering to pay for her to take a weekend workshop in new safety techniques and first aid. Her sister calls her that afternoon and asks Roberta if she wants to go to a concert that she got free tickets to. Roberta likes having her weekends to herself and really wants to go to the concert. Besides, she already does her job well. Her boss has approached her with the registration forms to fill out for the workshop. She tells her boss that she won’t be able to make it because she already has other plans.

CHARACTER ROLES: Roberta, Roberta’s sister, Roberta’s Boss
Identifying Your Network

Students learn how to identify a pool of workers and others who can become a source for gathering career information.

PREP

- Be prepared to discuss the terms: Word of Mouth and Networking.

MATERIALS

- Networking handout
- My Network handout
- Journal: Using My Network assignment

EXPLAIN

1. Write the term **Word of Mouth** on the board. Ask students what it means.
   - Information that is passed from one person to another verbally. This is one way of conducting research informally, not by using a website or directory, but by asking another person.

2. What is a piece of information you have gathered through word of mouth? Write responses on the board.
   - An app (computer or mobile application); a recommended doctor or healthcare facility; a school or teacher; a job; an apartment; a roommate; a product, such as a hair product or pharmaceutical; a specific staff person, such as a public assistance caseworker; a neighborhood resource, such as an immigration legal practice; a travel route, such as subway or bus directions.

3. Who have you gotten this information from?
   - A family member, friend, classmate, teacher, neighbor, member of your house of worship or community group, a local merchant, employee of a service you use, even a stranger.

4. All these people, and likely more, make up your network. A network of people you know and have access to, even if you might not know them very well. Someone can become part of your network after speaking with or meeting them for the first time. Distribute Journal: Using My Network. Ask a student to read the instructions and summarize the goals of the assignment. If students have trouble thinking of a personal experience using their network, direct them to the list on the board.
Once students have finished writing, ask them to discuss what they wrote about.

How is this similar to and different from networking? What is networking? What are some ways you have learned about careers in general and job opportunities in particular?

A network can include people you know, media, your places of work, businesses you use. Career networking consists of talking to professionals about their career and industry in order to learn about the career, the industry or about job opportunities. It can be informal, such as talking to someone you meet casually, or more formal as in the case of an informational interview in which you sit down and ask a set of predetermined questions. An informational interview is a conversation between someone wanting to learn about a particular career and someone who already works in that career. This is different from a job interview because the job researcher has not yet applied for a position. The purpose of the conversation is to gather knowledge. Sometimes informational interviews can lead to jobs, even though that is not necessarily their goal.

Divide students into groups of 4 and ask each group to discuss how they got one of their jobs, either a current or past job. If they have not held a job, they can ask questions and keep the conversation moving and on task. While students are in discussion, write the following tasks on the board:

- Explain the main ideas
- What is a network?
- Explain the benefits of networking
- Discuss who is in your network

Distribute the Networking handout and ask students to read the article. After reading, they should respond in writing to the first three tasks written on the board, and discuss the last one together. When they are finished reading and writing, ask them to share their responses.

Now you are going to identify your own network, in as broad a way as possible. The key to networking is to cast as wide a net as possible. The purpose is to think about how to make connections you might not think you already have. Distribute the My Network handout and ask students to complete it individually, listing as many names or businesses as they can.
Journal: Using My Network

Write one page about a positive experience you have had using your network to gather information. Include:

- Who gave the recommendation and how you know or met the person.
- What the product or service was.
- A description of your conversation, including questions you asked and information you received.
- The result of this conversation. How did it affect your life?
- Sometimes talking to people, especially new people, can be difficult. What made this conversation possible?
“It’s not what you know, it’s who you know.” This common expression is the basis for understanding the importance of networking as a strategy for career development and exploration. Everyone has a network, even if you don’t realize it, and when it comes to job searching, this network may be just as important as your skills and experience. A personal network is that group of people with whom you interact every day - family, friends, parents of friends, friends of friends, neighbors, teachers, bosses, and co-workers. With these people, information and experiences are exchanged for both social and potential professional reasons. Networking occurs every time you participate in a school or social event, volunteer in the community, visit with members of your religious group, talk with neighbors, strike up a conversation with someone at the store, or connect with friends online.

When networking for the purpose of career development, this means talking with friends, family members, and acquaintances about your goals, your interests, and your dreams. Most people actually learn about job openings through friends, relatives, or others who are part of their personal network, and because each person in your network has a network of his or her own, your potential contacts can grow exponentially. This is important because more often than not, hiring managers would rather talk to a potential candidate who has been recommended by someone they know or already employ. Even if a position is not currently available, networking can lead to informational interviews that can help you not only learn about possible career paths, but also be great exposure for you to be thought of as a potential candidate when a job opens up. An informational interview is not the same as a job interview by any means, but it is probably the most effective form of networking there is. In fact, according to Quintessential Careers, one out of every 12 informational interviews results in a job offer. This is a remarkable number considering the fact that research indicates that only one in every 200 resumes (some studies put the number even higher) results in a job offer.
### My Network

Thinking as broadly as possible, write down as many people with work experience as you can. Some may even be people whose names you don’t yet know, but are people you see regularly, such as a shopkeeper or security guard.

<table>
<thead>
<tr>
<th>How I Know This Person</th>
<th>Name and Job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Connections:</strong></td>
<td></td>
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<tr>
<td>Friends, Family, Neighbors</td>
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<tr>
<td><strong>Work Connections:</strong></td>
<td></td>
</tr>
<tr>
<td>Co-workers, Supervisors/Managers</td>
<td></td>
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<tr>
<td><strong>Places of Business:</strong></td>
<td><strong>Business or Organization</strong></td>
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<tr>
<td>A place where you do business, such as a store or clinic.</td>
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<td></td>
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<tr>
<td><strong>School Connections:</strong></td>
<td></td>
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<tr>
<td>Classmates, Teachers, Counselors, Administrators</td>
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<tr>
<td><strong>Other Connections</strong></td>
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</tbody>
</table>
Developing Informational Interview Questions

After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.

MATERIALS

• Developing Interview Questions worksheet

DISCUSS

What are ways you can learn about careers or jobs?

› Help wanted ads, friends, family, co-workers, career guide books, observation.

Today we are going to focus on gathering information from workers themselves. Everyone has a network, whether or not they are aware of it. Who could be included in a network?

› Family, friends, classmate, student, professor, people who work at a particular place of business, acquaintances.

EXPLAIN

1 Distribute the Developing Interview Questions worksheet. Ask a student to read aloud the instructions at the top of the page. Check for comprehension by asking students to rephrase the requirements of the assignment.

When students rephrase instructions they solidify their understanding of the required tasks.

2 Give students time to complete the worksheet and then share their questions with the class.
Developing Interview Questions

Imagine that you are interviewing a worker about a career you are interested in. Write the questions you will ask them. Think about everything you want to know about working in this field and ask questions that help you learn about their experience and get some advice from an experienced worker. Use the words below to begin your questions.

<table>
<thead>
<tr>
<th>What</th>
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<tbody>
<tr>
<td>Where</td>
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<td>How</td>
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<td>How often</td>
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<td>Who</td>
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<td>When</td>
<td></td>
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<tr>
<td>Describe</td>
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Language to Leverage Your Personal Experience in Food Production

Students use context clues to determine the meaning of terms used in resumes, cover letters and interviews. Students then answer questions and write original sentences using the new terms.

PREP

- Be prepared to define “soft skills.”

MATERIALS

- Key Terms for Resumes, Cover Letters and Interviews worksheet
- Definitions of Key Terms for Resumes, Cover Letters and Interviews handout

EXPLAIN

1 Different industries require different levels of education, training or experience. Some require degrees, certificates or licenses. But, regardless of the formal credentials required, all employers want employees who have “soft skills” or the workplace skills that allow them to be successful in working with others and accomplishing their jobs.

What do you think are some examples of these workplace skills?

- Communication, teamwork, being friendly and welcoming, listening, being dependable, completing tasks, being on time, time management, being organized, etc.

Each industry has a set of workplace skills that are particularly important. Let’s look at two industries: Hospitality and Food Production.

What workplace skills do you think are the most important in Food Production?

- Dependability, following instructions, teamwork, punctuality.

What workplace skills do you think are the most important in Hospitality?

- Communication, being a “people person,” positive attitude, being welcoming, listening skills, etc.
Today we are going to practice using vocabulary that you can use to describe your strengths regardless of the profession you want to pursue and regardless of the challenges you may have overcome in your past. Credentials, such as certificates, licenses and degrees are important, but first impressions also make a huge impact. The way you describe yourself in writing, in your resume and cover letter, determines whether or not you are called for an interview. And the way you describe yourself during an interview can determine whether or not you are offered the job. Correctly using professional language makes an enormous positive impact. It shows that you are professional, educated and have taken time to carefully consider the words you choose to describe yourself. Since every employee of an organization becomes a representative of that organization, your professionalism will make the organization look good. Having a professional vocabulary also helps you speak with confidence about yourself, and when you have confidence in yourself and your abilities, others will believe in you too.

Distribute Key Terms for Resumes, Cover Letters and Interviews, and ask students to work on Parts I and II in pairs.

When students are finished, have them discuss their answers as a class. Clarify students' understanding of the vocabulary and offer additional information from Definitions of Key Terms for Resumes, Cover Letters and Interviews handout.

After the discussion, distribute the Definitions handout to students, and ask them to complete Part III of the worksheet on their own in class or for homework.
Key Terms for Resumes, Cover Letters and Interviews

PART I: For each word, read the sentence and try to determine the meaning of the underlined vocabulary word from the context. Explain the meaning in your own words.

1. **Asset**
   At first I thought I should hide the fact that my native language is Spanish when I was applying for jobs, but actually it is seen as an **asset** in my work as a Maintenance Mechanic.
   
   Meaning of the word: ____________________________

2. **Benefit**
   When I interviewed for a position as a Quality Control Technician I realized that sharing the story of my sister, who almost died as a result of food contaminated with the Ecoli virus, could be a **benefit** to explaining why I am passionate about food safety.
   
   Meaning of the word: ____________________________

3. **Identify**
   I have a hard time **identifying** with my co-workers who have children, since I don’t have any, but we can still share our struggles around time management and feeling overwhelmed!
   
   Meaning of the word: ____________________________

4. **Overcome**
   Even though I work mostly on my own with advanced GPS technology in my job as a Precision Agriculture Technician, I also train groups of new staff members how to use our software, so I’ve had to **overcome** my fear of speaking in public.
   
   Meaning of the word: ____________________________

5. **Experience**
   My **experience** with depression has forced me to be very organized about doing what I need to do to stay healthy, such as taking my medications daily, eating on a schedule, exercising regularly and getting 8 hours of sleep a night.
Meaning of the word: ________________________________

6 Perceive
As an older person re-entering the workforce, I highlight my computer skills on my resume, since some people perceive older workers as not being very computer savvy.

Meaning of the word: ________________________________

7 Validate
I work at a large agriculture equipment company and it’s very easy to get lost among so many other workers. When my supervisor singled me out for a promotion, it helped to validate my choice of working in this field.

Meaning of the word: ________________________________

8 Recover
I received money from Medicaid as a paid family caregiver while I stayed home from work for 6 weeks helping my mother recover from her hip surgery.

Meaning of the word: ________________________________

9 Challenge
I have to be at my job in the warehouse at 6 a.m. Even though I love my work and my co-workers, sometimes getting to work on time is a challenge for me.

Meaning of the word: ________________________________

10 Empathize
You don’t need to have experienced something similar to your customer to be able to empathize with them.

Meaning of the word: ________________________________
**Key Terms for Resumes, Cover Letters and Interviews**

**PART II:** Answer the following questions using complete sentences. Make sure to use the underlined vocabulary word in your answer.

1. What do you consider to be your most important workplace **asset** and why?

2. What are some possible **benefits** of disclosing a difficult past to potential employers?

3. How can you demonstrate understanding even if you don’t **identify** with your workers’ personal problems?

4. Describe a challenge that you have had to **overcome** in order to be a better employee, student or caregiver.

5. What past **experiences** would you share at an interview to show that you are a dependable worker?
6. Describe a time when you were perceived in a way that you felt was inaccurate. Why do you think you were perceived that way?

7. What are some ways of making a person feel validated?

8. Describe how recovery from a past injury can be an advantage when starting a new job in Food Production.

9. Describe a challenge you have overcome that you think could help you get a job in Food Production.

10. Imagine you are a writer interviewing a person who is recovering from a traumatic event, the death of a child or escaping domestic violence. Describe how you can empathize with them even if you have not experienced the same thing.
## Definitions of Key Terms for Resumes, Cover Letters and Interviews

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asset</td>
<td>A positive quality (or thing) that can be used to someone’s advantage.</td>
<td>Being bilingual is an asset to many New York job-seekers.</td>
</tr>
<tr>
<td>Benefit</td>
<td>A good or helpful result of something.</td>
<td>The NYCID benefits New Yorkers because it grants free memberships to many museums in addition to being a form of identification.</td>
</tr>
<tr>
<td>Identify</td>
<td>To have something in common with or be able to relate to a person or experience.</td>
<td>Many Machine Supervisors can identify with Machine Operators because they worked in those positions before they were promoted to supervisory roles.</td>
</tr>
<tr>
<td>Overcome</td>
<td>To succeed in moving past a challenge.</td>
<td>Sales Representatives have to overcome their fear of speaking to people they don’t already know.</td>
</tr>
<tr>
<td>Experience</td>
<td>To go through something (verb), an event or period in which something specific occurs (noun).</td>
<td>Speaking about experiences that show a person’s trustworthiness and commitment to hard work, even if they are unrelated to the field of Food Production, can help in a job interview.</td>
</tr>
<tr>
<td>Perceive</td>
<td>Coming to a conclusion about a person, place or event, based on one’s experience of it through the senses—seeing, hearing, touching, tasting and/or feeling.</td>
<td>People perceived her as being outgoing, even though she was really quite shy.</td>
</tr>
<tr>
<td>Validate</td>
<td>To make someone feel heard and understood.</td>
<td>Being able to validate a client’s concerns is a key skill required of many Customer Service Representatives.</td>
</tr>
<tr>
<td>Recover (from)</td>
<td>To restore one’s health or well-being, such as after an illness, accident or trauma.</td>
<td>It can take many months of physical therapy to recover from a bad car accident and a lifetime to recover from an addiction.</td>
</tr>
<tr>
<td>Challenge</td>
<td>A physically, mentally or emotionally difficult experience.</td>
<td>It is a challenge for most students to balance school, work and family responsibilities.</td>
</tr>
<tr>
<td>Empathize</td>
<td>To be able to understand another person’s feelings of struggle. To be able to imagine what another person is going through as they experience a challenging time.</td>
<td>It is hard to truly help someone in need if you do not empathize with them and their situation.</td>
</tr>
</tbody>
</table>
Key Terms for Resumes, Cover Letters and Interviews

**PART III:** Write one sentence using each of the vocabulary terms that you could say to an employer during an interview. The sentence should demonstrate your knowledge of the word.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
9. __________________________________________
10. __________________________________________
Read and Discuss:
Career Advantages of Being Bilingual

Students read and answer questions about the advantages of being a bilingual employee and job-seeker.

PREP
Write the following questions on the board:

• How does speaking more than one language affect your chances of getting a job?
• Is it an advantage or disadvantage, or neither?
• Should you speak about it in an interview? If so, how?
• Should it be on your resume?
• In which fields would it be an advantage?
• Are there fields for which it would be a disadvantage?

MATERIALS
• How Being Bilingual Can Boost Your Career article
• Questions for How Being Bilingual Can Boost Your Career worksheet
• Daniel Gordon’s Resume handout

DISCUSS
Ask students to discuss the questions on the board as a class.

EXPLAIN
1. Distribute How Being Bilingual Can Boost Your Career and ask students to read it.
2. With a partner, identify which questions written on the board are addressed in the article. Underline the parts of the reading that address those questions. Discuss the evidence provided in the article.
4. Distribute Daniel Gordon’s Resume handout. Ask students to read the instructions at the top and work in pairs to complete it.
How Being Bilingual Can Boost Your Career

Experts agree that fluency in a second language can not only help you stand out among prospective employers, it can also open doors to opportunities that those without foreign language skills might miss.

In today's global economy, the ability to communicate is key, and the ability to communicate in another language has become a significant advantage in the workforce. Research from RosettaStone found that people who speak at least one foreign language have an average annual household income that's $10,000 higher than the household income of those who only speak English. And about 17 percent of those who speak at least one foreign language earn more than $100,000 a year.

In a tough job market, it's smart to make yourself more valuable to your employer. As the country becomes more diverse, businesses are responding to a greater number of people, both employees and customers, who don’t speak English. “There’s a growing awareness that studying a foreign language can help one obtain a really successful career and make them a lot more hirable,” said Jerry Lampe, deputy director of the National Foreign Language Center.

Language skills can be key for service industries. At the Willard InterContinental Washington, a luxury hotel a few blocks from the White House, a staff of about 570 represents 42 nations, speaking 19 languages. The Willard's front-of-house employees such as the concierge have at least two languages. Of four doormen, three speak Spanish and English. Bilingualism is not an absolute requirement, but it is desirable, according to Wendi Colby, director of human resources.

Workers with skills in a second language may have an edge when it comes to climbing Willard’s professional ladder. “The individual that spoke more languages would have a better chance for managerial role, whatever the next level would be,” Colby says. “They are able to deal with a wide array of clients, employees.”

So which languages can give you a leg up on the job market? Insiders agree the most popular – and marketable languages are Spanish, German, French, Italian, Russian and Japanese, with a growing emphasis on Mandarin, given China’s booming economy.

And while any business may have a need for bilingual employees based on where it operates and with whom, the individual sectors with a strong demand for bilingual workers include (but aren't limited to) finance, sales, technology, manufacturing, professional services and government jobs.

“We see demand from a full range of industries,” says Wellesley. “It really depends on which company you're working for and the country in which they're located.”
Questions for “How Being Bilingual Can Boost Your Career”

Answer the questions below using the article, “How Being Bilingual can Boost Your Career.”

1 According to the article, what are the different ways that being bilingual can help you in the job market? Explain at least 3.

2 Re-read the article to find two specific jobs that bilingual workers have an edge in.
   
   Job 1: __________________________
   
   Job 2: __________________________

   For one of the jobs above, why do you think employers might look for a bilingual worker?

3 Now come up with one other example that’s not mentioned in the article. What other kinds of jobs might be looking for bilingual workers, and why?

4 In the following resume, circle all of the different places that the applicant says in some way that he speaks more than one language. (He says it many times: see if you can find them all).
Daniel Gordon’s Resume

In the following resume, circle all of the different places that the applicant says in some way that he speaks more than one language. (He says it many times: see if you can find them all).

DANIEL L. GORDON
1455 Brooke Street
Sugar Land, TX 77478
Tel: 713-687-0081
Email: danielg@freemail.com

Career Objective
Seeking a position in a reputed organization where my skills and abilities can be explored to the fullest and where the scope of work will enhance my career growth.

Summary of Qualifications
• 8 years of total work experience
• Strong interpersonal skills
• Positive attitude and adaptable to change
• Excellent written and verbal communication skills
• Fluent in two languages—English and Spanish (read, write and speak)
• Work experience in the hospitality and IT industry

Computer Skills
• Proficient with Microsoft Suite—Excel, Word, Internet and MS Windows
• Knowledge of hardware—PC, Mac

Professional Experience
APRIL 2010–PRESENT
XYZ Software Services, NY
Bilingual Customer Service Manager
• Provided support to all customer queries in two languages
• Responsible for handling a big team and training bilingual customer service representatives
• Manage and analyze customer feedbacks, follow-up methods and quality of after sales service
• Improving customer service based on client feedback
• Development of new policies and procedures for better organizational benefits

JANUARY 2007–MARCH 2010
ABC Communications Pvt. Ltd., Texas
Customer Service Representative
• Responsible for handling customer inquiries
• Kept a check on pricing, delivery and product information in a call center environment
• Provided support to the sales team
• Assisted in the development of new policies and techniques
• Involved in market research surveys on customer needs and requirements

JUNE 2004–DECEMBER 2006
Ford Matt Co Pvt. Ltd., Texas
Assistant Sales Manager
• Provided support to the sales team
• Prepared weekly reports and monthly reports for sales team and sales management
• Trained and motivated team members to achieve sales and customer service goals
• Built long-term relationships with business clients

MAY 2000–JUNE 2004
RST Group, Texas
Customer Service Representative
• Provided customer service in the hospitality department
• Assisted all customers via phone, digital communication and in-person
• Handled all customers in English and Spanish language
• Responsible for attending customer queries, solving problems and providing detailed information on the services provided

Educational Qualifications
• Bachelor’s Degree in Computer Science from ABC University, Texas, 1998
• Graduated from Bernard High School, 1997

A. Why do you think Donald Gordon kept talking about being bilingual in his resume?

B. If you are bilingual, would you put it on your resume? Why or why not?
Reading Sample Help Wanted Ads in Food Production*

Students read a selection of help wanted ads for Quality Assurance/Control Technician positions posted on the Indeed website. Some of the ads are very detailed; others are not. Students will ask questions about and make inferences from the ads to figure out what the job entails, and match three different job applicant profiles to the job that seems a good fit for them. The three ads are for the same career—Quality Assurance/Control Technician—so that students have grounds for comparison. They can be used to discuss the distinctions between help wanted ads in general.

PREP

• Read the Selected Job Ads for Quality Assurance Technician*

MATERIALS

• Selected Job Ads for Quality Assurance Technician*
• Job Ad Information Checklist worksheet*
• Paraphrasing and Inferring Help Wanted Ads worksheet*
• Job Applicant Profiles handout*

EXPLAIN

1 There are many ways that people in Food Production find out about jobs. Sometimes they learn through word of mouth. Other times, they respond to ads in the newspaper or on a website. Imagine you’re looking through help wanted ads. What information is included in the ads? Write student responses on the board. Review this information as a class.

- Salary, Location, Start date, Responsibilities, Population served, Contact person

2 Put students into groups of three. Distribute the Job Ad Information Checklist* and ask students to copy the list from the board into the left-hand column on the worksheet, and add any additional types of information they think should be included.
Distribute the *Selected Job Ads* handout and ask students to read the job ads from three Food Production companies, and put a check on the worksheet in the box corresponding to the information included. For example, if the job ad for *Krinos Foods, LLC* lists the start date, they will put a check in the corresponding box. If not, they will leave it blank.

Distribute the *Paraphrasing and Inferring Help Wanted Ads* worksheet and have students work on it in their group. They should paraphrase the duties required of the worker, and infer which characteristics the ideal candidate would have, based on the help wanted ad.

Students read applicant profiles and match the applicant to the job. Distribute the *Job Applicant Profiles* and ask the students to continue working in pairs to recommend a job for each applicant.

**DISCUSSION**

Ask students about their experience of reading the job ads:

- How are they different from one another?
- Were some more informative than others? How so?
- What information was missing from the less informative job ads?
- What questions should a job-seeker ask for the less informative ones?
- How can this information be applied to positions besides Quality Assurance Technician?
# Job Ad Information Checklist*

In the left-hand column, write information you expect to find in a help wanted ad. Then read the sample ads and check which ads contain which pieces of information.

<table>
<thead>
<tr>
<th>JOB INFORMATION</th>
<th>Krinos Foods, LLC*</th>
<th>Crepini, LLC*</th>
<th>Brooklyn Bottling of Milton, NY Inc*</th>
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<tbody>
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QUALITY CONTROL TECHNICIAN

KRINOS FOODS LLC – BRONX, NY 10457
$20–$25 an hour

Job Summary:
Report directly to the Food Safety and Quality Manager. The Quality Control Technician is responsible for the quality, food safety and esthetics of the product. The QC technicians follow through on set processes and ensure adherence to good manufacturing practices (GMP), food safety, Safe Quality Food (SQF) standards and product quality standards. Assist with development of quality control plan and training of personnel.

RESPONSIBILITIES AND DUTIES

Job Responsibilities:
• Responsible for monitoring and programing critical control points (CCP).
• Assists in the development of quality assurance plans.
• Responsible for monitoring and product food safety and quality throughout the manufacturing process, packaging process.
• Responsible for performing sanitation verification and allergen testing on equipment and other areas required.
• Responsible for the correct recording and filing of all relevant record logs and documentation.
• Ensures the correct recipe guidelines for products are met during processing.
• Ensures employees are following all Food Safety and worker safety practices.
• Ensures and educates employees on food safety and SQF standards.
• Responsible to issue disciplinary action when directed.
• Collect product samples for Product Development, lab retains and the laboratory when directed.
• Perform basic lab testing as needed.
• Perform inspections on Products, Equipment and Machinery.
• Assist in preparation of all 3rd party audits and regulatory inspections.
• The above duties and responsibilities are representative of the nature and level of work assigned and are not necessarily all-inclusive.
QUALIFICATIONS AND SKILLS
A qualified candidate must:

- Must have at least a B.S. Degree in Food Science, Chemistry or Associates in Food Science, Chemistry, Microbiology, or similar Science, plus 2 years’ experience in food safety/quality assurance in the food industry.
- Prior experience in food environment with HACCP and GMP principle knowledge a plus.
- Candidate must be able to start work at 7am.
- Bilingual – English/Spanish beneficial.
- Must have strong computer skills and be proficient with Microsoft Office Suite
- Self-motivated with proven leadership skills.
- Able to lift up to 25 lbs.
- Must be able to work in a team environment.
- Must have a positive attitude.
- Must have good written and oral communication skills.
- Ability to work in fast-paced, effectively under pressure, and deadline.

BENEFITS
Individual plan health insurance 100% paid by the company. Flexible spending account. 401K plan. 8 sick day. 10 vacation days after one year of employment.

Job Type:
Full-time

Salary:
$20.00 to $25.00 /hour

Required education:
Bachelor’s

Required experience:
Quality Control: 1 year
FOOD SAFETY QUALITY ASSURANCE ASSOCIATE

CREPINI LLC – BROOKLYN, NY 11220

Responsibilities:
- Ensure compliance to the quality assurance programs we have placed, including GMP and the HACCP plan and continued certification under the GFSI standard of FSSC22000 – ISO22000
- Aid and contribute to process standards and development from start to finish of our production and product development
- Expected to work through production hours
- Assist in the company’s traceability to ensure we are following food safety regulations
- Ensure SOPs and SSOPs are being followed
- Conducts internal audits of the facility
- Responsible for conducting microbiological tests when needed and EMP testing
- Responsibilities daily include: verifying calibration of thermometers, scales and pre-operational inspections in the production areas, QA and QC forms and CCP and o-PRP monitoring as well as daily monitoring for any potential issues – resolutions
- Company projects assigned as needed

Requirements:
- 2 years of experience in food manufacturing
- OR–2 or more internships in food manufacturing
- Bachelor’s degree in food science (NOT required but a benefit)
- Knowledge of HACCP food safety
- Knowledge and experience with food manufacturing policies and procedures
- Ability to work well in a fast-paced environment
- Strong communications skills
- Strong computer and writing skills (EX: Microsoft Word, Excel, etc.)

Benefits and Growth Potential:
- Fast Growing unique production of GFSI
- Doing business with Global Retailers and Food Safety Market Leaders
- Working in a dynamic environment with a team dedicated to ensuring the safest produced food
- Opportunity for advancement

Salary: TBD

Job Type: Full-time

Required education: Bachelor’s

Required experience: food manufacturing: 2 years
QUALITY ASSURANCE TECHNICIAN

BROOKLYN BOTTLING OF MILTON NY INC – MILTON, NY 12547
$12–$14 an hour

We are looking for individuals of noble character to join our Quality Assurance Team. We are a soft drinks company with manufacturing facility located in Milton NY. Please contact us if you are dedicated, detail orientated, reliable, and talented. We offer you to work in an environment with opportunities to progress and develop a career, with labor stability.

Position Summary:
As a key member of the Quality Assurance team, the QA Technician position is responsible for in-process monitoring of production lines to assure conformance to company quality standards, customer standards and regulatory compliance standards.

Skills sets:
• Be punctual, reliable, responsible, self-driven and effective team worker.
• Able to perform physical and mental work that requires total concentration and precision.
• Able to work 10 hours shift day or night, standing and walking most of the time.

Qualification & Experience Requirements:
• High School Diploma or GED. 2-years Associate Degree in Chemistry, Biology or Laboratory Science a plus
• One year of demonstrated experience in a supervisory role (it is an advantage)
• Understanding of GMPs, QA SOPs, and food safety and quality audits
• Speak, read, and write English.
• Microsoft Office (Word, Excel, PowerPoint)

Job Type: Full-time
Salary: $12.00 to $14.00 /hour

Required education:
• High school or equivalent

Required experience:
• Quality Assurance: 1 year
Paraphrasing and Inferring Help Wanted Ads*

Using the Help Wanted Ads, complete the chart below, paraphrasing the job responsibilities and inferring what characteristics would make an ideal worker for each position.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Responsibilities</th>
<th>Ideal Candidate Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krinos Foods, LLC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crepini, LLC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooklyn Bottling of Milton, NY Inc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Job Applicant Profiles**

**Ali** is 36 years old, married, with three kids. He earned his High School Equivalency diploma two years ago and has since been working as a Machine Operator in a Food Manufacturing facility in the Bronx. While at his current job, Ali has had in-depth training on food safety procedures and Good Manufacturing Practices (GMP). He is eager to put these skills to use at a higher-level job. Unfortunately, there are not any positions available at his current employer. Most importantly, Ali is looking for a new employer where there will be continued opportunities for advancement because the stability of staying with one employer for a long time is something he wants for both him and his family. Ali and his family live in Brooklyn.

**Cynthia** is a 42-year-old mother. She lives in a one-bedroom apartment with her teenage daughter in New Paltz, NY. After being out of school for many years, she took GED preparation classes at the local BOCES continuing education center and earned her High School Equivalency diploma. As a result, she was able to take on a supervisory role at the pizzeria she had been working at for a number of years. After working as a night supervisor for a year and a half, the pizzeria went out of business and she is looking for a job where she can put her knowledge of food safety, organization, and supervision to good use.

**Rosa** earned an Associate’s degree in Chemistry from Queensborough Community College. For the following three years she worked as an entry level Quality Control Technician at a food manufacturer in Brooklyn, but wants to advance in her career. She would like more money and better hours. At her previous job she had to work the night shift because she was an entry level employee. She speaks both Spanish and English, and would like to find a job where she might be able to use this to her advantage. Rosa lives in Queens, has no children or other dependents, and owns a car.
Assessing Job Offers in Food Production*

Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write a response identifying which position they would choose and why.

**MATERIALS**

- Assessing Job Duties handout*
- Assessing Job Wages handout*
- My Job Acceptance writing assignment

**EXPLAIN**

1. After conducting an interview and checking references, an employer chooses an employee. But an employee also chooses. She can accept, reject, or negotiate.

   What factors will you consider when assessing a job offer?

   Examples: work responsibilities, wages, bonus/commissions, workplace, responsibilities, commute, time off, hours, benefits.

2. Distribute Assessing Job Duties. Ask students to work in pairs to identify as many job responsibilities for each job as possible.

3. Share responses with the class.

   **Ask:** What personal attributes would make a good employee for each job? How is this different from the responsibilities?

   Responsibilities are what an employee does. Attributes are the qualities that the employee possesses, such as patience or facility with calculating large numbers, for example.

4. If a computer lab is available, ask students to navigate to CareerCruising or CareerZone to find additional duties and write them in the chart.

   **Ask:** If you are looking for Quality Control Technician, what are some keywords you can use to search?

   Quality Control Technician, Quality Assurance Technician, food safety, food quality, food manufacturing.
If you are looking for Agricultural Machine Maintenance Technician, what are some keywords you could use?

› Agricultural Machine, Maintenance, Mechanic

5 If a computer lab is not available, print the entries from CareerZone or Career Cruising.

6 Distribute Assessing Wages worksheet. Let students know that some questions have one clear answer and others have multiple possible answers. Ask students to read the worksheet and determine which type of answer each question will have. Ask students to complete the worksheet.

7 Ask students to discuss which job they would prefer, taking into account the job responsibilities, wages, schedule, commute and any other factors.

8 Distribute My Job Acceptance writing assignment and ask students to complete it. Teachers should divide this assignment into steps according to how they teach the writing process, for example, by using an outline, a freewrite or pair discussions.
Assessing Job Duties*

Great news! You’ve been offered a Sales Associate position at O’Donahue’s Machinery, a company that sells parts for Agricultural Equipment, and a Truck Driver position with a food manufacturer, Organic Packing Corporation. What duties do you think would be required for each position?

<table>
<thead>
<tr>
<th>JOB RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Associate</td>
</tr>
<tr>
<td>O’Donahue’s Machinery</td>
</tr>
<tr>
<td>Truck Driver</td>
</tr>
<tr>
<td>Organic Packing Corporation</td>
</tr>
</tbody>
</table>

*Student Handout*
Assessing Job Wages*

Analyze the chart below to answer the questions on the following page. Show all of your calculations.

<table>
<thead>
<tr>
<th></th>
<th>Sales Associate</th>
<th>Truck Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td>Monday–Friday 9:30 a.m. – 5:30 p.m. Saturday 8 a.m. – 2 p.m.</td>
<td>5 a.m.–3 p.m. Tuesday, Wednesday, Friday and Saturday</td>
</tr>
<tr>
<td><strong>Pay Rate</strong></td>
<td>$15/hr</td>
<td>$32,000/year</td>
</tr>
<tr>
<td><strong>Commission or Bonus</strong></td>
<td>On average $4/hr more with commission when sales goals are met</td>
<td></td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>Individual or family health insurance plan paid 80% by company after 30 days of employment.</td>
<td>Individual health insurance plan paid 100% by company after 60 days of employment. 401K.</td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
<td>1 hour paid break</td>
<td>1 hour paid break, plus short breaks when you can between deliveries.</td>
</tr>
<tr>
<td><strong>Commute</strong></td>
<td>15 minute walk from home</td>
<td>45 minutes by public transportation</td>
</tr>
<tr>
<td><strong>Duties</strong></td>
<td>Sell agricultural equipment parts to customers, look up parts and components from a variety of different vendors that used different methods of finding parts. Order parts and fill orders for walk in customers as well as phone calls.</td>
<td>Drive a truck to transport merchandise between company owned facilities and make local deliveries. Communicate regularly with production and administrative functions to coordinate shipments. Load truck, includes operating a forklift. Maintain logs on product movement and stock levels.</td>
</tr>
<tr>
<td>Sales Associate</td>
<td>Truck Driver</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Paid hours per week, excluding additional seasonal hours</td>
<td>Paid hours</td>
<td></td>
</tr>
<tr>
<td>Weekly pay before commission</td>
<td>Weekly Pay</td>
<td></td>
</tr>
<tr>
<td>Possible weekly pay with commission if average sales targets are reached</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly transportation costs</td>
<td>Weekly transportation costs</td>
<td></td>
</tr>
</tbody>
</table>
My Job Acceptance

Taking into account all that you know about each job and all that you know about yourself, which job would you choose?

Write a 1-2 page letter to your friend or sibling, describing your choice and the reasoning behind it. Be sure to include:

- Expected responsibilities and why you think you would enjoy this job.
- Your skills and interests and how you can grow as a professional in this job.
- How this job fits in to your short-term or long-term goals.
- A discussion of the wages, including salary, base pay, commissions, year-end bonus and transportation costs.
- A discussion of the work hours and how this fits in with your schedule.
- Was it a difficult or easy choice? Explain why.

Make sure that each paragraph has one main idea and that all paragraphs are organized in a way that is easy to follow.
In this series, students learn about starting a business from a number of different angles. They perform calculations using statistics about small business employment in New York City. They read narratives from New Yorkers who have started their own businesses in Food Production and learn about support available to food entrepreneurs at incubator programs. Finally, they practice using some of the online services available to New Yorkers hoping to open their own businesses.

**ACTIVITIES IN THIS SERIES**

7.1 • Calculating with Percents: Small Businesses in New York City*

7.2 • Small Business Narratives in Food Production*

7.3 • Developing Questions: Food Production Incubators*

7.4 • The Nuts and Bolts of Launching a Business*
Calculating with Percents: Small Businesses in New York City*

Students read a brief passage about small business employment in New York City, perform calculations using percents drawn from information in the passage, and interpret pie charts and bar graphs.

PREP

- This activity requires prior knowledge of calculating with percents.
- Complete all worksheets for this activity to be used as answer keys.
- Be prepared to discuss the terms: Self-employed, small business owner, owner-operator, entrepreneur

MATERIALS

- Prediction Guide: Types of Businesses in NYC worksheet, cut along the dashed lines
- Types of Businesses in NYC worksheet
- Pie Chart: New York City Businesses worksheet
- Bar Graph: Change in Number of NYC Businesses, 2001-2012
- Bill’s Report worksheet

EXPLAIN

1. When many people consider career choices, they think about getting hired by a company or organization, but working for oneself is an option too. What is a term for someone who works for themselves?
   - Self-employed, small business owner, owner-operator, entrepreneur.

2. Why would someone want to open their own business?
   - You are your own boss. You make all the decisions—set the hours, can choose your own clients and decide how big or small the business becomes.
   - Passion for a project! Some people start their own business out of a passion to serve a particular population by providing a specific service—sometimes one that might not yet exist, or is lacking in a particular area.
Some qualified workers who have had difficulty getting hired by employers for a variety of reasons, including their appearance, past experiences or other factors, can become very successful entrepreneurs. Sometimes the factors that deterred employers from hiring them make them especially appealing to clients, for example, women-owned construction companies or businesses owned by formerly incarcerated workers.

What might be especially challenging about owning your own business?

Everything rests on you. In addition to becoming an expert in the service you provide, you also need to know a lot about and be good at running a business. You’re responsible for paying yourself and any employees, making sure people who sell you materials or services are paid on time, finding the best prices for materials and services you’ll need, finding clients, advertising, and more!

For one-person businesses, if you are unable to work, for example due to illness, personal reasons or vacation, your business may be closed and may not generate revenue—or you may need to find a way to cover your absence or generate income while you are away.

For businesses with more than one employee, you are responsible for hiring, training and terminations. You’re responsible for understanding labor laws and ethical practices—how much employees should be paid, what benefits they should receive, managing their schedules, preparing their tax forms and more.

Ask students to write down the names and/or services of businesses in their neighborhood that might be owned by entrepreneurs. Entrepreneurs may be the only employee of their business, or they may employ others. When students are finished writing the names of small businesses and business owners, ask them to share some of them with the class and write them on the board.

Examples can include bodegas, “Mom and Pop” pharmacies, hardware or other stores, laundromats, dog walkers, babysitters and nannies, handypersons, accountants, restaurant owners (restaurateurs) and caterers.

Distribute and ask students to complete the Prediction Guide: Types of Businesses in NYC. Don’t worry if you don’t know the answer—take a guess. By the end of the lesson you will learn the correct answers.
Ask students who thinks they have the highest percentage for the first question. Take notes on the board. Then ask if anyone has an answer that is higher. Continue until you have the highest guess for the first question. Then do the same to get to the lowest. Continue this for the remaining questions. You will return to this sheet at the end of the lesson.

Distribute *Types of Businesses in NYC*. Ask students to work individually to complete the handout. Once they are done, ask them to talk about the passage with a partner. Write the passage on the board and fill in the blanks one by one. If there is disagreement, ask students to discuss their answers until there is consensus.

The passage reads:

*New York City is a city of small businesses. Of the approximately 220,000 businesses located in the City, 98% are small (fewer than 100 employees) and 89% are very small (fewer than 20 employees). These businesses already employ nearly half of the City’s workforce and they are growing. Very small businesses were responsible for nearly a quarter of the new hires in the City between 2007 and 2012.*

Ask students to underline other numbers and/or measurements in the paragraph: *Fewer than 100, 89%, nearly a quarter, etc.*

Ask your students to consider this statement: “Of the approximately 220,000 businesses located in the City, 98% are small.” *What does 98% mean? Can someone explain it without using the word “percent”?* This is a way to get a sense of your students’ understanding of percents. Look for students to explain that almost all businesses in New York City are small. Hopefully, one of your students will say that 98 out of every 100 businesses are small. If no one says this, this is an opportunity to explain the meaning of *per cent* (“for every 100”). Then, see if anyone knows how to find out the number of small businesses in New York City.

\[
.98 \times 220,000
\]

Distribute *Pie Chart: New York City Businesses*. Ask students to work on it independently for five minutes before allowing them to work in groups of 2-3.

When students are finished, share the answer key you’ve prepared to review their responses. Ask who might use a graph like this.

Distribute *Bar Graph: Change in Number of NYC Businesses, 2001–2012*. Ask students to take a few minutes to try to understand what kind of information is in the graph. Give them a few more minutes to share with a partner. Bring the class together and ask the following questions:
In your own words, what do the numbers on the left side of the graph (vertical) mean?

› Groupings of businesses according to the number of employees they have.

In your own words, what do the numbers along the bottom of the graph represent?

› The percent change in the number of businesses in each category between 2001 and 2012.

I want to have a better understanding of how this works. What does this graph tell us about businesses of 10-19 employees?

› In 2012 there were 7% more businesses employing 10-19 people than there were in 2001.

13 Ask students to write the following statement underneath the graph:

Write at least three true statements, based on the information in this graph.

14 Ask students to write their statements on their own. As they finish, ask them to share with a partner. Do they agree that all the statements are true? Then see if they can write a few more true statements together.

15 Write the following statement on the board:

Between 2001 and 2012, businesses with the largest number of employees experienced the greatest growth.

16 Ask students to talk in groups of 2-3 and decide if the statement is true or false. Ask them to be prepared to explain their answer. If they think the statement is false, they should re-write it to make it true.

17 Take a vote and see how many students think the statement is true and how many think it is false. Have students on both sides explain their reasoning.

There are many ways to answer this question. Here is one possible response:
The statement is false. There was a 3% decrease in the number of businesses with 1000+ employees. The categories of businesses with the largest increases were businesses with 5-9 employees (a 15% increase) and businesses with 1-4 employees (a 11% increase).

After a few students have explained their thinking, take another vote. If many students still think it is true, explain why it is false.

Return to the Prediction Guide and ask students to correct their original answers based on their work in today’s lesson.

**OPTIONAL ACTIVITY: Bill’s Report**

Ask students to get into groups of 2-3 and discuss the worksheet. There are two levels of answers here:

1. **We know that the total number of businesses cannot be more than 220,000, but according to Bill’s graph there are 415,800 businesses in NYC. Also, a full pie chart represents 100%—here we have 189%. Also, since pie charts represent 100%, the 98% should be almost the whole thing, not about half.**

2. **The root of Bill’s misunderstanding is that the very small businesses are a subset of small businesses. So the 89% is part of the 98%. A better version of the graph might just show small businesses (98%) vs. large businesses (2%). The graph in the previous pie chart worksheet would also work.**
Prediction Guide: Types of Businesses in NYC

1. What percentage of businesses in NYC employ more than 100 people?
2. What percentage of businesses in NYC employ less than 100 people?
3. What percentage of businesses in NYC employ less than 20 people?
4. How many businesses are there in NYC?
Types of Businesses in NYC

Use each of the following to fill in the blanks in the passage below.

New York City is a city of small businesses. Of the approximately ____________ businesses located in the City, ____________ are small (fewer than 100 employees) and 89% are very small (_________ employees). These businesses already employ ____________ of the City’s workforce and they are growing. Very small businesses were responsible for nearly a quarter of the new hires in the City between 2007 and ____________.

This passage was adapted from http://www1.nyc.gov/assets/smallbizfirst/downloads/pdf/small-business-first-report.pdf
Pie Chart: New York City Businesses

Label the pie chart using information from the paragraph below. Then write a sentence describing the main idea of the chart on the line below the graph.

New York City is a city of small businesses. Of the approximately 220,000 businesses located in the City, 98% are small (fewer than 100 employees) and 89% are very small (fewer than 20 employees). These businesses already employ nearly half of the City’s workforce and they are growing. Very small businesses were responsible for nearly a quarter of the new hires in the City between 2007 and 2012.
1. How many NYC businesses have fewer than 100 employees? Show your work.

2. How many NYC businesses have more than 100 employees? Show your work.

3. How many NYC businesses have fewer than 20 employees? Show your work.

4. Fill in missing information in the pie chart above.

5. Which title for this graph do you think is best? Write it above and be prepared to explain your choice.
   
   A. Businesses in New York City
   
   B. New York City Employment
   
   C. Small Businesses Strengthen New York City’s Economy
Bar Graph: Change in Number of New York City Businesses, 2001-2012

Source: U.S. Census Bureau, County Business Patterns

This chart is from http://www1.nyc.gov/assets/smallbizfirst/downloads/pdf/small-business-first-report.pdf
Bill’s Report

Bill works for the City of New York. His boss asked him to create a graph that showed the breakdown of the kinds of businesses in the city to show that it is important for New York City’s government to support small businesses. He checked over his work and didn’t see any mistakes, but he feels like there is something wrong. He brings it to you for help.

What problems do you see in Bill’s graph?
Small Business Narratives in Food Production*

Students read narratives of people who started their own Food Production businesses, then consider the steps necessary to open those businesses.

PREP

• Write the following questions on the board:

1. What products does the business produce, if known?
2. Why did the owner(s) start this business (or businesses)?
3. What steps do you think the entrepreneur(s) took to open this business?

• Be prepared to explain vocabulary terms: entrepreneur, implements (n.), thesis, facilities

MATERIALS

• Mimomex Farm* article
• How Curiosity Propelled the Entrepreneur Behind Justin’s Nut Butters article
• A Food Entrepreneur Gets Her Small Business into Big Box Stores* article

EXPLAIN

1. We’re going to read about people who have started Food Production businesses and consider what it takes to start your own business. Another word for someone who starts their own business is an entrepreneur. These days in the Food Production industry, sometimes people call them Foodpreneurs. Do you know anyone who is an entrepreneur—someone in your family or a neighbor? Describe their business or what they do.

2. Divide the class into three groups and assign each group one of the articles to read. As they read, students should underline parts of the article that address questions #1 and #2 on the board.

3. When they are finished reading, students should discuss the article as a group and write answers to #1 and #2 on a piece of paper.
4 Ask each group to report their answers back to the class.

5 Ask groups to discuss the steps that they think are required to start this business and write the list of required steps to answer #3. Some of the steps are mentioned in some of the articles, and others will need to be identified by students’ close consideration of what it takes to start a business. **What are all the steps the business owner needed to take to bring their business from idea to opening day?**

   > There are dozens of steps a business owner needs to take to become a fully operating business, depending on the type of product or service being offered. Some of the steps for developing Food Production businesses include: identify what kind of food you want to grow, raise, or manufacture; develop and test a recipe; research and secure materials or ingredients; delivery and marketing processes, developing a name for the business, securing a location, deciding on the price of the product, identifying the ingredients, equipment, and space needed, and lots more!

6 When groups are finished writing their lists, ask them to share with the class by sending a group representative to the board to write out their list of steps. When the lists are complete, discuss any similarities or differences between the lists and why these might be so.

7 In New York City, there are over 6,000 rules that businesses have to comply with. (Not all 6,000 apply to the same business!) To make it easier for New Yorkers to start businesses, there are many free city services that help future business-owners know what they need to do to open up their business and remain a vendor in good standing with the city. There are free courses in how to file the proper legal documents, how to secure funding, even how to compete to have the City of New York as a customer for minority or women-owned businesses. There are even special support programs specifically for Food Production entrepreneurs, such as kitchen incubators and farm accelerators, which are programs that rent affordable space and equipment to small business and farm owners, as well as help them connect to other kinds of resources, mentorship and support to get their businesses off the ground successfully. Food production incubators and accelerators are explored more in depth in the next activity. The Office of Small Business Services offers courses in many small business topics. Some of these resources appear on the next page.
New York City's Office of Small Business Services offers free courses in all five boroughs to help New Yorkers open small businesses.


New York City has business services specifically designed to help immigrants open small businesses.


There are also resources customized for women starting their own businesses.

https://we.nyc/
Mimomex Farm

Adapted from https://issuu.com/grownyc/docs/startingup_narratives_070716?e=15344747/46426388

Location: East Goshen, NY
Core Enterprises: Vegetables, Herbs
Acreage in Production: 5-10
Years in Operation: 9

Martín Rodriguez and his wife began their lives in Puebla, Mexico, in a community where “everybody farms.” When they left Mexico for the United States, they left farming behind. For almost two decades they made their home in New York City, and resigned themselves to urban living. “We always wanted to go back to the land,” says Martin, “but that was no longer an option.”

In 2005 Martín saw a TV ad for “La Nueva Siembra,” a new farmer training program offered by GrowNYC. Martín enrolled in the program, which got him dreaming – and thinking seriously – about making his livelihood from farming. Those weeks of dreaming proved to be his gateway back into an agricultural life.

One of his classmates let him know about a parcel of land up for lease in Goshen, NY, in Orange County’s black dirt region. It was an area with very fertile soil, populated by a high number of commercial growers. In 2006, Martín and his brother rented seven acres and began growing crops.

“At first, we were living out of a truck. We had no house, no tractor, no transportation, and no tools. The only thing we had was a rake. We put seeds in the ground by hand.” They contracted out the tractor work to a neighbor. Martín decided to grow what he knew best: specialty crops from his home region, including Mexican herbs and squashes. He saw an opportunity to tap into an underserved market while growing crops he liked and understood. The GrowNYC training program offered the service of linking new producers to open Greenmarket locations, so they headed straight into sales at four farmers markets in different boroughs of New York City. Their first big purchase was a delivery van.

At their very first market, Martín’s business concept of growing specialty Mexican products proved more successful than imagined. The market customers were so
excited to see his products, “they were hovering around like little bees.” They sold out within two hours!

And so began Martín’s second life as a farmer. They returned to the next markets more prepared, with more food to sell. Since the day they set up their very first market stand, their following has stayed strong. In 2008, they started a CSA program as well, with the help of Just Food, who linked them to their members. To this day, they have kept four markets and grown to serve 150 CSA members.

Year by year, they added to their equipment. In 2009, Martin took out a loan for his own tractor, so that he no longer had to rely on contract work. He and his wife keep production simple. They harvest the night before or morning of, and bring their products to market or CSA that day. A nearby farmer starts all their seedlings for them. Various kinds of tractors, a garage, a few implements, and some small tools make up the full list.

From the start, Mimomex Farm has been a family effort. When Martín decided to buy his own land, down the street from the land he had been renting, Martín’s whole family came together to help. His sister put her house up for sale to contribute to the purchase. His brother partnered with him for the first two years, until he moved on to start his own farm down the road. He and his brother still share equipment, and now, they are starting to rotate crops between their farms. Rotating crops, or planting different crops during different seasons, is a sustainable farming practice and helps keep the soil healthy because one crop isn’t taking the same nutrients from the soil over and over again.

At the end of his first season, driving back and forth from his apartment in the city to his plot in Goshen, Martín looked at his income and expenses and felt worried. All the money had gone to the farm, and he asked himself, “will I be able to support my family this way?” Ten years later, they live on their farm, are successfully supporting their family from farm income, and have met their goal of returning to agrarian life.
How Curiosity Propelled the Entrepreneur Behind Justin’s Nut Butters

By Stephen J. Bronner

Adapted from https://www.entrepreneur.com/article/312855

Justin Gold, who had been working part-time jobs while building his successful nut butter company, says that from about 2006 to 2007, he was “failing, but I didn’t realize it yet.”

“I wasn’t making enough profit, I wasn’t in enough stores, but I was still waiting tables, and it was really a fun activity for me,” says Gold, who started the company in Boulder, Colo.

Then inspiration struck him while he was on a mountain bike ride: Why hasn’t anyone put nut butters into a squeezable pouch? he wondered. That answer would lead him to a two-year struggle that he calls his greatest challenge yet.

After not being able to find a manufacturer to put his product into tubes, Gold had to raise money from his roommate’s parents to buy his own machine.

Once the packs were finally ready and on the shelves of Whole Foods stores in the Rocky Mountain region, Gold was hit with another challenge: No one was buying the squeeze packs.

“I was devastated,” he says. “But being curious, I had to ask myself: This is really good idea. Why isn’t this working?”

It turns out that his original thesis -- that people would want squeezable peanut butter as a form of energy while doing physical activity — was wrong. So as a “Hail Mary,” he says, Gold asked Whole Foods to move the squeeze packs from the energy bar section to the peanut butter section. That one move triggered huge growth for the company, because consumers treated the squeeze packs as both a way to control portions and as a trial for Justin’s more expensive nut butters, Gold says.

“Now our jars, which used to be struggling, were accelerating, and this whole new category of squeeze packs was created,” Gold says. “Once I learned where in the store to sell it and how to sell it, I was able to rewrite my business plan and raise money from local angel investors. Angel investors are people who are generally pretty wealthy and want to invest in an entrepreneur or start up business in order to help them through the challenging time of getting their business started. After I found the investors, I was able grow the business and expand into stores across the country.”

A decade later, Gold would sell the company to Hormel for $286 million, makers of Skippy peanut butter, while retaining control. Justin’s products, which also include chocolate peanut butter cups, are sold in more than 32,000 stores and were expected to have $100 million of net sales in 2017.
Can you tell us how you got into this business?

I was on track to go to law school in central Pennsylvania, studying environmental law, and I interned for a law firm. I decided I didn’t want to be a lawyer after the internship. So, I changed majors, graduated with a degree in environmental policy and wound up in Boulder, Colorado, waiting tables. The goal was to go back to school.

While I was waiting tables, I’m vegetarian, so I was eating a lot of peanut butter and almond butter for protein. Eighteen years ago, there were two types of peanut butter: smooth and crunchy. I was curious why there weren’t more types of peanut butter. I started making peanut butter and almond butter for fun at home, and I would add honey, maple syrup, chocolate and cinnamon, cayenne pepper and all kinds of spices, and I came up with some really amazing flavors. As I was compiling all these recipes, I would take these little jars that my roommates were constantly stealing and eating. Finally, I put my name on the jar: Justin’s. That’s what gave me the idea of starting a business.

What were the broad steps that you took to go from jar in your apartment to jar on the shelf?

The first thing you have to ask yourself is, Is there anybody out there who can make this product for me? If there is, what is the minimum amount they are willing to make? What are the costs? Does it make sense to have them make it for me? There were a few companies who could make my nut butters, but it was too expensive to work with them.

So, I asked, Is there anybody out there who has some of the equipment I need? I found a salsa company in Denver that had a jar filler, and it had a labeler and all these things I needed. I negotiated that on nights and weekends, when they weren’t in production, I would come in and use their facility. I did that until I grew enough volume for when it made sense for me to move into my own kitchen.

How did your peanut butter cup play into your business?

The peanut butter cup was a beautiful accident. For fun, I started making my own organic peanut butter cups. It opened us up to a whole new customer base, and it got the attention of Starbucks.

Then the entrepreneur paranoia starts to kick in. I couldn’t protect anything. I didn’t have any legal protection for the products I’d developed, to make sure our recipes weren’t stolen or our ideas used by other companies. The other thing I was paranoid about was food safety and quality.
So I went out and looked for a corporate investment partner, somebody who had a lot of experience growing food companies, who could help me grow this business the right way. But growing the business and taking on investment from a big corporation has a consequence: You’ve got to pay these people back someday, and they’re expecting to make money from their investment too. I picked Hormel as an investment partner, because they agreed to give us the freedom to continue being true to our vision and allow me to have a very strong role in.

**What’s it like working under Hormel?**

Hormel is really like a big brother. They are a huge food manufacturing corporation with decades of experience. If we have some food-quality issues, they’re going to help us. If we have some challenges with the companies we get our ingredients from, they’re going to help us. They’re going to help us through the good times and the bad, which is what we really need. The world is changing, and we’re a different generation. They’re going to learn from us too, I’m hoping, as much as we learn from them.

**What’s your goal for the business for the next three years?**

My ultimate goal is to have a very loud and strong voice in the food industry. The only way that I know of having a credible voice in our industry is to be successful. I want our food systems to change, and if Justin’s continues to grow and be successful, it gives us a voice. So my goal for the next three years is to double our business, to create new products, try new things, fail fast and to have fun.
A Food Entrepreneur Gets Her Small Business into Big Box Stores

By Candice Helfand-Rogers
Adapted from https://thestoryexchange.org/food-entrepreneur-small-business-big-box-stores/

MARY MOLINA, FOUNDER OF LOLA GRANOLA, TURNED HER SNACKS FROM A HOMEMADE DELIGHT TO A PRODUCT SEEN IN THOUSANDS OF STORES THROUGHOUT THE UNITED STATES. HOW CAN OTHERS SUCCEED THE SAME WAY?

Mary Molina of Lola Granola, maker of all-natural granola bars, has found her slice of success. Since launching her business in August of 2012, after casually making the bars for loved ones in her kitchen, it has grown in leaps and bounds, thanks in large part to earning space at major grocery stores like Whole Foods.

Today, Molina’s Bedford Hills, N.Y.-based company has four employees, ships its bars to 2,000 stores nationwide and has sold over 1 million of them since starting up. It wasn’t always easy going for Molina, however. She and her family weathered the loss of a business and financial duress before the profits from Lola Granola put them on steadier ground.

Breaking into large retailers can be a big opportunity for women business owners, who often face discrimination and less opportunities than their male counterparts. Many entrepreneurs become overwhelmed by the process of growing their businesses, which is why many big retailers are working to help make their paths easier. Jenny Grieser, the senior director of corporate affairs for Walmart, runs one such program at the superstore. She says that cultivating a diverse range of suppliers is not only good for women makers; it’s also good business for retailers. “A lot of women bring solutions and great ideas to the assortment” of products on retailer shelves, and “that’s what makes them successful.”
A Humble Recipe for Success

Molina grew up in Orlando, Fla., then moved to Ossining, N.Y., at the age of 16. In 2000, she married her husband, Ernie, and together they had four children: Ellie, who is 14, Enzo, 13, Lola, 10 and Ruby, 9. Life was quiet for the couple, who ran a small cellphone outlet store while raising their family.

But in 2011, everything changed when the Molinas were forced to close their shop and couldn’t immediately find jobs to make up for the loss of income. “When we couldn’t afford toilet paper, that was a dire situation,” she says.

They relied upon government assistance for a time, but when it came to food, the couple had several food allergies to work around. “Lots of items that were available, like the ones at food banks, our family couldn’t use,” she says. To avoid allergens, save money and help Ernie avoid eating fast food for lunch every day once he found employment, Molina began crafting homemade, all-natural granola bars for him to take to work. She even gave them a catchy title — “Lola Granola,” after their daughter, Lola, who she says is “always happy” — and named the different flavors she concocted after their other children, in hopes that they would bring a smile to her husband’s face amid their myriad difficulties.

He loved them, but what she didn’t anticipate was the enthusiasm from his colleagues for the bars. Everyone who tried them, loved them, Molina says. “At the time, healthy, clean food was on its way in as a trend. They were looking for something like this.” The positive feedback inspired her to research selling the bars. It took about a month to get her home kitchen certified as a space to make them, but once it was she hit the ground running, selling them to small local stores at first.

“I realized after probably the first two weeks of selling to stores that it’d be impossible to keep up with demand if I kept adding” locations, she says. “I began forecasting what our maximum output could be.” It became apparent that, if she wanted to grow her business, she was going to need a bigger space.

It took about two years to secure that larger facility, but Molina was ready for the move when it happened. “Any time you go from your home to a larger facility, cash flow is going to be a problem. So we took on investors, starting with friends and family,” she says. Those investors proved crucial as they moved into Whole Foods, Fairway and Dean & Deluca, among others.

Leveling Up in Business

While adding bigger stores to her distributor list, Molina relied on the programs these stores had in place to help suppliers navigate the process and avoid the pitfalls. Entrepreneurs face a number of difficulties when moving from smaller stores into larger markets, says Walmart’s Grieser. Among the toughest, suppliers often
overestimate just how big they can go. “They bite off more than they can chew and over-commit,” she says.

Pricing is another common issue. Often, entrepreneurs don’t accurately factor production, labor, shipping and other costs into the equation. “Lots of people don’t understand how to truly build cost into a product. They find themselves either underpricing and they can’t make anymore, or overpricing and not being competitive.”

Another problem Grieser often sees is entrepreneurs struggling to understand the complexities of getting into larger stores. “Especially if they have food products, there are lots of rules and regulations in the United States. We’ve tried to make it easier, but it can still be kind of daunting.”

Molina agrees. “Just when I think I’ve learned it all, there’s always something new that happens. My biggest challenge is that learning curve.”

**Stronger Every Day**

Today, Lola Granola is available throughout the East Coast, as well as in Texas, California and parts of the Midwest. It has more than doubled its profit each year. “The goal right now is to get into club stores, like Costco and Sam’s Club” she says, adding that the company is presently in negotiations to make that dream a reality.

For such efforts to pay off, Grieser says planning ahead is vital. “You really need to have some type of a long-range strategy or business plan” extending as much as five or ten years down the road. That plan should include how a business owner intends to acquire the money needed for expansion, accommodate increased demand and staff in the future.

“Five years down the road, I see lots of new flavors and products. I see us not only in club stores, but mass retail stores,” Molina says, adding that innovations such as new flavors are already on the way—not to mention, a fifth child. “I see us growing tremendously.” •
Developing Questions: Food Production Incubators**

Students learn about incubator programs that help aspiring food entrepreneurs and small farmers start and grow their own businesses, then research local incubator programs online and discuss their findings.

PREP

- Be prepared to discuss vocabulary: incubate, incubator
- Watch and be prepared to discuss videos: https://www.youtube.com/watch?v=dKz-C9jfHck and https://www.youtube.com/watch?v=2ol0c9Ej0Yk
- Write the following list of incubator programs on the board:
  - Organic Food Incubator: https://organicfoodincubator.com/
  - Square Roots: https://squarerootsgrow.com/
  - FARMroots: Beginning Farmer Program
    https://www.grownyc.org/farmroots/nfd
  - Hot Bread Kitchen: https://hotbreadkitchen.org
  - NYCHA Food Business Pathways:
    https://www.nycedc.com/program/nycha-food-business-pathways

MATERIALS

- This activity requires computers
- Developing Research Questions for Food Incubator Programs worksheet

EXPLAIN

1 In most parts of the United States, using your home kitchen to make food products that you sell is illegal. In New York, there are some foods you can make in certain quantities to sell, but, for the most part, entrepreneurs need to have access to a kitchen that is licensed for commercial use—which can be very expensive! Other very expensive equipment is often needed to prepare and package food products for sale. One way that food entrepreneurs—sometimes called “foodpreneurs”—can get their small food businesses off the ground, even when they don’t have a lot of money, is to work with a food incubator program. The word incubate means to keep (something) in
the proper conditions for development. **What do you think a food incubator program might do for an aspiring food entrepreneur?**

› *provide a space to make the product, provide equipment or tools, offer guidance and support, etc.*

2 Today we are going to learn about food incubators and then research incubator programs in New York. First we’re going to watch a video about Union Kitchens, a food incubator in Washington D.C. As you watch the video, write down at least two things you notice that interest you and one question you have. Play video: [https://www.youtube.com/watch?v=dkz-C9jFhCk](https://www.youtube.com/watch?v=dkz-C9jFhCk)

Ask students to turn to a partner and share two things they found interesting about the video and one thing they wonder.

Union Kitchens helps small food manufacturing and culinary businesses get their start, but incubator programs also exist for people who want to start their own small farm business. This next video shows a farm incubator program based in Seattle: [https://www.youtube.com/watch?v=2ol0c9eJ0Yk](https://www.youtube.com/watch?v=2ol0c9eJ0Yk)

3 **Why do you think someone would want to be part of an incubator program instead of trying to make it on their own?** Facilitate a brief discussion in which students ultimately name the advantages and disadvantages of incubator programs.

**Sample advantages:** *mentorship, space/land, equipment, networking, support*

**Sample disadvantages:** *not being able to call all the shots, using/sharing space that doesn’t belong to you*

4 Many food incubators exist in NYC and across the state of New York. Before you read about these programs, you are going to brainstorm questions to ask when investigating them.

5 Divide the students into groups. Ask groups to brainstorm questions they might ask about an incubator program.

6 Once the brainstorms are complete, have students share their lists of questions with the class. Take notes on the board to create a master list of questions, and add questions they may not have thought about. Some key questions include:

- *What are the incubator program requirements?*
- *How long is the program? How much does the incubator cost?*
- *What will I learn?*
- *Is there a mentorship component?*
• Is there any financial aid available?
• What other services does the incubator offer to its participants?
• What does the program do to help entrepreneurs transition to being on their own?
• What are the success rates for participants?

7 Distribute the *Developing Research Questions for Food Incubator Programs* worksheet, and have students write 6 questions from their brainstorm or others they think of that they want answered when they research incubator programs. Explain that they will choose an incubator program to research and answer the questions they have developed by exploring the program’s website.

8 Ask students to select an incubator program to research from the list on the board.

9 Ask students to complete the worksheet. Circulate to help students notice which information is and isn’t on the website. When students are finished, facilitate a discussion in which you debrief their process and make connections to the transferable skills they practiced.

**DISCUSS**

• What did you learn from this research about incubator programs (about the programs or how to research a similar program)?
• What else would you need to do besides look at the website to be fully informed about the program?
• What qualities do you think make a good incubator program?
• Did you learn about an incubator program that was interesting to you? Why or why not?
• Even if you are not interested in becoming a food entrepreneur, how can the skills you practiced in this activity be useful on your own career path?
Developing Research Questions for Food Incubator Programs

Write six questions you would like answered about your chosen job training program.

1.

2.

3.

4.

5.

6.
The Nuts and Bolts of Launching a Business*

Students research the legal requirements of opening a business. They learn how to use the website of New York City’s Department of Small Business Services* to find the required steps to open the imaginary business of their choice.

PREP

- Navigate to https://www1.nyc.gov/nycbusiness/startabusiness/default. Familiarize yourself with this site. Students will use it in this activity.
- Write the website above on the board.

MATERIALS

- This activity requires computer use.

EXPLAIN

1. Did you know that hair braiders are required to have a license to work? Many professions, particularly ones in which a worker has the potential to cause harm to the public, require licenses. Plumbing, nursing, food preparation and education are just a few of the dozens of professions that require professional licenses. These licenses are granted by the state and usually require a set number of training or education hours, a set number of supervised work hours, and the passing of a certifying exam.

Just as health inspectors inspect restaurants to make sure the food they provide is safe for customers to eat, other types of businesses are regulated as well. As entrepreneurs plan to open their businesses, one of their important tasks is to research and comply with legal requirements.

2. New York City has recognized that it is sometimes difficult for a new business owner to understand the legal requirements of starting a business. The Mayor’s Office recently created a way to simplify the process so that businesses can open quickly. After all, new businesses are good for the economy. People preparing to open a new business can take free courses through New York City’s Office of Small Business Services in everything from creating a business plan to applying for grants or finding investors to advertising. They can even enter contests to win start-up money. In addition, they can find out the legal requirements by taking a short survey online.

*RAENs will provide regional adaptations.
Today we are going to explore a website that helps New Yorkers figure out the steps required to open a business. Ask students to navigate to the URL on the board. Circulate to make sure all students are at this page before going to the next step.

Ask students to imagine a type of business they would like to learn about opening, for example a restaurant or a construction business. They will select one of the business types from the drop-down menu that they would like to explore. They will then imagine certain details of their business, for example, do they have a “brick-and-mortar” location or do they work from home? After answering a few questions, they will receive a list of requirements for opening that type of business.

https://www1.nyc.gov/nycbusiness/startabusiness/default
Scroll to the bottom of this page and click on **Start the Requirements Questionnaire**. You will be asked a short series of questions about your imagined business. After answering the questions, you will receive a list of requirements for opening that type of business.

When students are finished, have them read about the requirements, then discuss the following questions as a class:

- How was your experience of finding requirements for your imagined business?
- What were some of the required steps on your list?
- What additional steps that are not on your list do you think you would have to take?
- Do you think you would like to become a small business owner at any point in the future? Why or why not?
A Panel of Food Production Professionals

Having watched video interviews and read narratives by Food Production professionals, students now have the opportunity to interact directly with professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

COORDINATION

Having a career panel requires a lot of preparation, but it is very engaging to students.

1 **Identify professions of interest to students.** You may want to create a career interest survey prior to the class.

2 **Invite 5–6 panelists who work in fields of interest to students.** These can include professionals and students. Students can offer some insight into the career preparation process, while professionals can discuss actually working in the field.

3 **Where to find panelists:**
   - Ask people you know—relatives, friends, neighbors.
   - Ask other teachers at your site for recommendations.
   - Ask student services personnel or professors at a local college. Some academic departments require that faculty complete a certain number of presentation or outreach hours per semester.
   - Ask at places of business with which you are familiar.
   - Ask students for recommendations.

4 **What to ask for:**
   - Explain that you teach basic education classes, or specify literacy, HSE or ESL, to adult students who are studying careers while they are working on their academic skills.
   - Explain that as part of the class you are creating a career panel, and that students are interested in hearing about their profession. Ask the panelists to be available for 1.5 hours (adjust this time as needed). Explain that you will ask them to briefly describe what they do and be available to answer questions from students.
   - Let your interest in your students come through. Talk about what impresses you about them. For example, they are parents who returned to school after their children have graduated, or people who come to
 Confirm, confirm, confirm

You can never confirm too many times. It’s terrible to have panelists not show up and be left with a thin panel. Confirm the date, time and location.

Prepare the panelists

The panelists might have never participated in a panel before. They might be nervous and unsure of what to discuss. Choose 4-5 from the topics below.

- Email the panelists a list of 4-5 topics you would like them to discuss. Use the ones listed below or create your own.
- Can you describe what you do on a daily basis at work?
- How did you get your job?
- What do you like about it?
- What is difficult about your job?
- What majors or certificates are required? Is licensing required?
- Is there a path to advancement? What are some higher level and lower level positions on this track?
- What personality traits are a good match for this career?
- What hours do you work?
- What benefits are typical in this profession?
- How do you think this profession is changing? What do you think it will be like in 3-5 years?

Let them know that the students will also generate their own questions for discussion.

TIPS FOR A SUCCESSFUL CAREER PANEL

A Mix of Formal and Informal Settings

A mix of formal and informal settings is ideal, for example, a moderated panel followed by lunch that the panelists are invited to. Maybe your site can order pizza, or you ask students and panelists to bring their lunch. This allows for more intimate conversations and networking. Another way is to simply have the panel take up a portion of class time, ask the panelists to stay during a break before the next part of the class begins, and ask students to take advantage of the panelists’ presence.

Be Flexible

It’s ideal if panelists can stay for the entire event, but if one needs to leave at a certain time, it may be better to have that panelist for some of the time than not at all.

Be gracious

Be gracious and tell the panelists the value of their participation. Also remember that this can be a rewarding experience for panelists. It’s inspiring to meet hard-working students and feel like you’ve contributed to their learning.
Preparing Students for a Career Panel

In order for the panel to be successful, students need to be prepared, so that they can engage with the panelists. They should be clear on what to expect from panelists and what will be expected of them.

EXPLAIN

1. You have read graphs and maps, watched video and read written interviews. Now it’s time to meet the professionals themselves. We’ve invited professionals here today so that you can learn about their experience in the workplace.

2. The professionals we have invited work as ____________________________, ____________________________, and ____________________________. You will hear about their experiences in the workplace and will have the opportunity to ask them questions.

3. Write at least two questions—they shouldn’t be the same—for each panelist. What is it you really want to know about this career? Make sure the questions are complete and contain no spelling or grammatical mistakes. You may ask students to write different types of questions, for example, WH-questions.

4. If students have a difficult time thinking of questions, ask for one or two examples and write them on the board.
My Career Map

Having studied many aspects of careers, students will now draw their own career maps, based on their work histories.

MATERIALS

- My Career Map handout
- Paper and markers

INSTRUCTIONS FOR UPPER LEVELS

Give the following instructions, one at a time, making sure the class completes one step before giving instructions on the next.

1 Today you are going to map your career changes, and consider what you can learn from your work so far.

Take out two pieces of paper. On one, list your jobs in order, starting with the earliest and moving to more recent jobs. Include jobs that you’ve held as well as ones that you interviewed for, but did not hold, either because they weren’t offered to you or because you couldn’t accept.

2 Next to each job, list anything you did to help you get or find out about the job, either one you accepted or one you didn’t. This could include research about the company or the job, talking to other employees, or preparing for the interview in other ways.

3 On the other piece of paper, draw a map, with a circle around each job you accepted, and a circle with a diagonal line through it for jobs you did not accept.

4 Between each job, write the step you took to secure or try to secure that job, and draw a box around the step, for example, seeking advice from someone who already worked in the field.

5 Draw dotted lines to show how you moved from one job to the next.
Draw a legend or key, explaining what the circles, boxes and dotted lines mean. Add any additional symbols that will make your map more informative and clear.

**Lower Level Option:**
For a more scaffolded approach, use the worksheet on the following page.
My Career Map

Tell the story of your work history by completing the chart below, from earliest to most recent.

<table>
<thead>
<tr>
<th>Job:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Made Me Interested in this Job:</td>
</tr>
<tr>
<td>What I Did to Get the Job:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job:</th>
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<tr>
<td>What Made Me Interested in this Job:</td>
</tr>
<tr>
<td>What I Did to Get the Job:</td>
</tr>
</tbody>
</table>
Career Map Writing Activity

Students practice writing skills by analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future.

Note: Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.

PREP

- Review the writing assignment.
- Optional: Choose a writing strategy to incorporate into the activity. This could be a skill you have already introduced or are introducing for the first time. Some possible options include:
  - **Topic Sentences:** Use sentence starters/stems to help students focus on developing effective topic sentences for their paragraphs. For example:
    - According to the article,…
    - The article focused on…
    - The key issue discussed in the article…
  - **Paragraph Structure:** Use a Sandwich Paragraph (or other) graphic organizer to help students understand the different parts of a paragraph. See the following link or google “sandwich paragraph” for more guidance. https://missisparagraphpage.weebly.com/paragraph-sandwich.html
Transition phrases/sentences: Use transitional sentence stems/starters to help students understand strategies useful for transitioning between ideas. For example:

In addition,
As a result,
First,... Second,... Third,... Finally,...

MATERIALS

- Career Map Writing Activity worksheet

EXPLAIN

1. Tell students they are now going to write about their Career Map. They will need paper and pens or pencils.

2. Review any applicable writing skills you have decided to focus on, such as topic sentences, paragraph structure, transition sentences, etc. (See Prep section for examples)

3. Distribute Career Map Writing Activity worksheet. Have students read and explain the instructions and then give students time to write.
Career Map Writing Activity

Analyze your Career Map to complete the following writing activity. Each paragraph must answer all of the questions listed for each paragraph, but may also include as many more details as you would like to add. Each paragraph should have a topic sentence, details, and examples. Make sure your sentences flow with clear logic from one idea to the next and that your paragraphs address the topic completely.

PARAGRAPH 1:
Describe your Career Map. What does it look like? Is the path moving toward one specific goal? Does it move between jobs in different industries? Does it move between jobs in the same industry? Which industries does it include? Do you notice any similarities or differences between the steps you took to get new jobs? Are there any patterns that you notice? If you could sum up your map using only one word or phrase, what would it be? What did you learn from looking at your work experience laid out on paper?

PARAGRAPH 2:
Job 1: What was your first job? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 3:
Job 2: What was it? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 4:
Job 3: What was it? What steps did you take to get it? What did you like about it? What did you not like about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 5:
Career goals: Given your career map history, your experiences and your interests, what kinds of jobs do you think you are well suited for? What kinds of jobs are you interested in learning more about? What do you know about yourself and your career goals now?