

# CLASS 1: LET'S GET STARTED!



**Purpose**—The purpose of this class is twofold: (1) to orient students by explaining the benefits of the JfL training, determining their expectations of the JfL program, and reviewing what is expected of JfL students, and (2) to create an exciting, welcoming environment for the students—one in which they experience community and begin to understand their value.

## LESSON PREPARATION SUMMARY

### Lesson Focus

- Orientation
- Introductory Activities
- Values, Goals, and Purpose
- JfL Benefits and Expectations

## JOBS FOR LIFE OVERVIEW

Students are here to begin a journey—a journey from unemployment to employment. But they are also on a bigger journey, a journey through life. Employment is an important part of that journey. This course will help them figure out what their destination is and how to get there. **To figure out where they are headed, they have to know where they are starting.**

Jobs for Life training uses the Bible as a textbook, a tool to help us make sense of life. The Bible provides stories and examples of people who have overcome barriers to succeed. These stories transcend time, age, class, race, and culture. Jobs for Life students may come from a variety of faith backgrounds and with different views of God. The goals are to help students understand that they have value and are loved by God, and how timeless Biblical principles can help them achieve balanced and productive lives.

The journey that brought each of us here has been different. Things happen along the journey that can affect our ability to become or stay employed. In this course we want to examine the disappointments that have weighed us down in the past. Jobs for Life will help us make sense of where we have been so that the past does not get in the way of our abilities to provide for our families and ourselves in the future.

**Foundational Message:** *Understanding God's Plan Begins With Knowing God's Word*

When we want to learn about God's standard for living, we do not have to look any further than the Bible. In the book of 2 Timothy 3:16-17, Paul writes about the importance of knowing what God says in the Bible, "All Scripture is inspired by God and is useful to teach us what is true and to make us realize what is wrong in our lives. It corrects us when we are wrong and teaches us to do what is right. God uses it to prepare and equip his people to do every good work." When we begin to learn what is true according to God, our lives will really begin to change and we will be prepared to learn what God's plans for us are all about.

**Materials & Resources Needed**

- Local Business Representative – prepared to talk about value of JfL training
- Site Leadership, Champions and all volunteers
- Jobs for Life Student Job Description Handout
- Local Site "Schedule of Class Dates and Time Handout" (Not included in JfL Toolkit)
- Required Task 1 handout (downloaded and printed in advance)
- Writing board/markers

**NOTE:** Given that some students may decide Jobs for Life is not for them, we suggest that you wait until Class 2 to give out Student Workbooks.

**Technology Corner**

**NOTE:** Sites with technological resources should use every opportunity to utilize tools for the JfL lessons. Technology users are hot commodities in the workplace, so it is vital to have students see technology used in the classroom, as well as encourage them to use it at home or in local libraries in the area. Refer to the reference section for a list of user-friendly tools.

Specifically for this lesson,

- Standard PowerPoints and Word documents are useful to project JfL information.
- Use Wordle ([www.wordle.net](http://www.wordle.net)) to create an online poster of student responses.
- Use the Prezi tool to house and present the JfL orientation material for Lesson 1.

**Instructor's Notes**

1. All Jobs for Life site leadership team members, especially Champions, and volunteers should be present and introduced as the core of that support system.
2. **Setting the tone for this class is essential.** Class 1 is a critical stepping point for students as they evaluate what JfL is all about and whether it is worth their investment of time and effort. Extend a warm welcome to all. We suggest that refreshments be provided and that upbeat, uplifting music be playing in the background as students arrive.
3. Beginning with Class 1, it is important to welcome the students, to help them see their value, and to demonstrate the support system available to them during the JfL training.
4. Familiarize yourself with the "Foundational Message" that begins each lesson. Refer to these messages throughout the lesson in order to connect JfL biblical principles with the value of work. If possible, post or project the Foundational Message in class and have special readers (students, Champion) read at the beginning of the lesson. **Optional:** Make the Foundational Message a memory verse for the week.
5. **NOTE:** As you teach the Biblical material in the class, you will need to be sensitive to the students' varying views of God and faith. While the class is taught from a Christian view of God that is based on the Bible, the goal of Jobs for Life training is not to pressure anyone to believe a certain way, but rather to help students understand the ways timeless Biblical principles can help them achieve a productive life. Your job as the instructor is to strive to create an encouraging and nurturing environment where everyone is comfortable to freely discuss matters of faith.

**Bible References**

2 Timothy 3:16-17, Psalm 139:14, Genesis 1:26, Jeremiah 29:11

**Sample Time Schedule for JfL Class 1**

1.1 Welcome, Let's Get Started	10 minutes
1.2 Class Introductions	15 minutes
1.3 Class Lecture and Discussion: Jobs for Life Benefits and Expectations	10 minutes
1.4 Frequently Asked Questions	10 minutes
BREAK	5 minutes
1.5 Our Value and Our Journey	10 minutes
1.6 Class Discussion: My Expectations	20 minutes
1.7 OPTIONAL Value Added Activity: Local Business Presentation	10 minutes
1.8 Marking Our Course – Summary, Looking Ahead, and Required Task	10 minutes
TOTAL ESTIMATED TIME: 1 hour, 40 minutes	

# 1.1 WELCOME, LET'S GET STARTED (10 MINUTES)

## Our Goals:

- To welcome, meet, and orient students using the concept of a “life journey;”
- To explain some of the activities that will take place over the duration of the course;
- To begin building relationships that will carry through the JfL course and beyond.

## Instructor's Notes

1. Welcome each student and ask him/her to sign in and complete a nametag.
2. Introduce yourself.
3. Have the Champion and JfL team introduce themselves and their positions in the organization.

## Teaching Point: Lesson Introduction - Class Welcome

### **Welcome to Jobs for Life!**

**We are excited that you are here.** Each one of you is special – you have gifts, you have talents, you have skills that are a part of what makes you valuable. We thank you for demonstrating the courage and the strength it takes to participate in Jobs for Life – to put you in a position to grow, to learn, and to be challenged so that you can achieve your goals and dreams. During the course of this training, you will meet many people involved in this class who are here for you. Our job is to do all we can to help see that you win.

**Each of you is here to begin a journey**—from unemployment to employment, or from under-employment to better employment. Our work is an important part of our journey, but it is not the only part. We are all also on a bigger journey, a journey through life.

**What is your “life journey”?** “Life journey” is a term that describes our progression through life. The journey that brought each of us here has been different.

**We will help you identify where you have been, where you are, and where you want to go on this journey.** Things happen along the journey that can affect our abilities to become or stay employed. In this course, we want to examine the disappointments that have weighed us down in the past and evaluate how those disappointments have clouded perspectives and affected our attitudes about life, happiness, relationships, and employment. It is important to think about these things because difficulties in life can, and often do, spillover into the workplace and vice versa.

**Our goal, through Jobs for Life training, is to help you see your employment as part of your life journey.** Jobs for Life tools will help us pick a destination for your journey and map out a way to get there. And we want to help you continue to advance in a career of your choosing that will lead to living your life more abundantly.

**We are in this together and we will support one another.** During these next weeks, we will be journeying together as a class. To get the most out of the course, you will need to actively participate and be honest with yourself. Trusting others and building relationships will help sustain you along your JfL journey and ensure your success.

**Teaching Point Transition:** Let's get to know the people who will be taking this journey with us...

# 1.2



## CLASS INTRODUCTIONS (15 MINUTES)

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**Our Goal:** For class members to get to know one another by briefly stating their reasons for attending Jobs for Life.

### Instructor's Notes

1. Include all class students in this exercise (Champions, leadership, and volunteers, etc.).
2. Write on the board the question:

#### Why are you here?

3. Ask students to stand by their seats, state their names, and a brief reason why they came to Jobs for Life.
4. The Instructor goes first (Instructor and Champion should participate in classroom experiences with students by answering the same questions and sharing their personal experiences).
5. Quickly list students' reasons for being here on the left hand side of the board. Sample responses: a job, family, friends, and things they wanted to do, but never completed.
6. Review the foundational message and remind students that "...when we begin to learn what is true according to God, our lives will really begin to change and we will be prepared to learn what God's plan for us is all about."
7. **NOTE:** It will not be necessary to comment or expand on the students' reasons for being in Jobs for Life at this point. You will refer back to Activity 1.2 in Activity 1.6, at which time you will engage the class in a more detailed discussion around the topic of why they are at Jobs for Life.

# 1.3 LECTURE & DISCUSSION: JOBS FOR LIFE BENEFITS AND EXPECTATIONS (25 MINUTES)

**The Goal:** To clarify what is expected of students in Jobs for Life by defining the anticipated benefits of Jobs for Life training for students.

### Instructor's Notes

Either the Instructor or Champion can perform the following:

1. Introduce the concept of "goal" with a few examples from real life. Then, explain each of the three points below.
2. Note that each person involved—whether a team member or student--has roles to play and responsibilities to fulfill in the Jobs for Life program, and that expectations for everyone are written down so there is no confusion.
3. Emphasize that roles and responsibilities are summarized in a job description similar to what you may find in a place of employment.
4. Briefly review JfL benefits, roles of students and team members, and appropriate responsibilities of Instructor, Champions, Student Relations, and etc.
5. Hand out and review Student Job Descriptions. Instruct students to read in unison, their responsibilities.
6. Emphasize the JfL Graduation Requirements. Take the time to review and explain each. Share with the class how the graduation ceremony is a very important part of Jobs for Life. It is a time when graduates are affirmed through a formal graduation and receive a graduation certificate. It is a time of celebration that will be shared with family and friends.
7. Hand out and review the class schedule (i.e., dates and times).
8. Open for any discussion and questions after all three points are explained.

### Materials & Resources Needed

Jobs for Life Student Job Description Handout  
Class schedule (Not included in JfL Toolkit).

### POINT #1: BENEFITS OF JOBS FOR LIFE TRAINING

#### Jobs for Life Journey

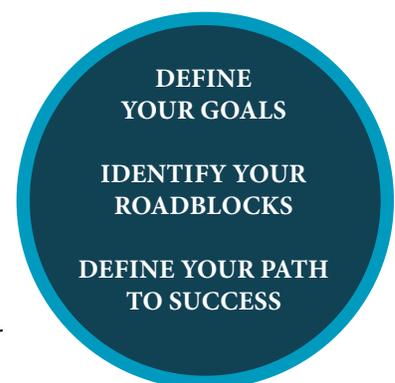
A **goal** is an outcome that a person **envisions, plans, and commits to achieve**. It is something that we want enough that we make an effort, step by step, to reach it. Life goals are usually big-picture outcomes that we hope and plan to achieve in the course of our life, like finishing high school, securing a long-term job, supporting a family, or maintaining good health. No matter how much we want something, no matter how much fun it is to think or dream about it, it is not a goal until we are prepared to work on it by taking the steps to make it reality.

#### Jobs for Life Journey—Step One: Define your goals.

Your job can either be a joy if it fits where you are now in your "life's journey", or it can be a drudgery if it is inconsistent with your life's goals. Identifying and defining clear goals is a first step in the journey.

#### Jobs for Life Journey—Step Two: Identify your roadblocks.

Specific events in life that dramatically affect your forward progress are called **roadblocks**. We will be using this term as the Jobs for Life program continues. Most roadblocks are not permanent and can be overcome. In our lives, God sometimes uses these roadblocks to set us on new paths leading us to greater accomplishments than we might have ever imagined.



**Jobs for Life Journey—Step Three: Define your path to success.**

*Each of you will be able to determine your skills, interests, and opportunities for success. From this you will be able to define specific steps, or a vocational plan, to a successful job or career.*

**Benefits of Jobs for Life**

*Jobs for Life training will require a lot from you. But once you have graduated, you will have:*

- *Discovered how to match your interests and skills with a career path that can sustain you in the future;*
- *Developed a Vocational Plan (i.e., roadmap) that will guide you to your selected job;*
- *Identified the roadblocks to progress in your life's journey and developed a plan to overcome them;*
- *Developed an understanding of why character is the most important quality you need to be successful;*
- *Learned how to network, research, locate, and secure a job;*
- *Learned how to stay employed and advance to higher positions once you have a job;*
- *Developed friendships with your classmates, Champions, and Instructors, as well as met with a number of area employers and community resource providers who are interested in helping you along your journey;*
- *Learned self-discipline traits and helpful tools to stay on the right path for continuing progress until you reach your employment goals.*

**POINT #2: OUR EXPECTATIONS OF YOU****The Job Description**

- Every job has a job description.
- The job description, whether written or verbal, is a very important tool in the workplace because it clearly outlines the requirements and responsibilities expected from each position within a company.
- The stated job requirements and responsibilities become the point from which the actual job performance is evaluated and measured to determine the impact and success of the individual in that position.

*Jobs for Life students have a specific Job Description for Jobs for Life training. As in all things in life, those who apply the most effort will reap the greatest benefits from the JfL journey. Many hours of preparation and much effort are made on the part of the Jobs for Life Instructors, Leadership, Champions, and, volunteers. In return for their dedication, you as a student will be asked to make a diligent effort to follow the responsibilities as outlined in the Student Job Description. Let's look at what is expected of you during our journey together.*

### Student Job Description

**Job Title:** *Jobs for Life Student*

**Objective:** *To develop skills and character that will lead to success in finding and keeping a job.*

**Responsibilities:** *To complete the Jobs for Life training by:*

- *Attending all classes on time and being prepared.*
- *Completing all in-class and additional assignments.*
- *Being prepared to actively participate in class discussions and presentations.*
- *Taking responsibility for your own learning experience.*
- *Being open and asking for help as needed.*
- *Serving as an encourager to classmates.*
- *Contacting the Champion or Student Leader if unable to attend any class.*
- *Actively seeking employment or training throughout the Jobs for Life training.*
- *Applying newly learned principles, skills, and knowledge.*

**Qualifications and Requirements:**

- *A desire to obtain employment*
- *A commitment to complete the course*
- *A willingness to receive emotional support from Jobs for Life volunteers*

**Times Needed:**

- *Class meets every \_\_\_\_\_*
- *Class begins promptly at \_\_\_\_\_ and ends at \_\_\_\_\_*
- *Jobs for Life Graduation date: \_\_\_\_\_ at \_\_\_\_\_ (AM/PM)*

**Graduation Qualifications:**

- *Complete all in-class assignments and Required Task Assignments*
- *Complete a Vocational Plan, 60-Second Commercial and résumé*
- *Miss no more than three (3) classes*
- *Make up any class missed prior to graduation by completing the lesson and demonstrating knowledge of the material*
- *Be diligent in learning and applying course material*

**Benefits**

*Jobs for Life graduates have had a high success rate in finding and keeping a job that provides the opportunity for better pay, benefits, and growth.*

**POINT #3: YOUR RESPONSIBILITIES AS A JFL STUDENT**

To get the most out of this training, you will need to:

- Be honest with yourself and your classmates
- Dream of and envision where you want to go with your life
- Actively participate in Jobs for Life training
- Ask for help as needed
- Stretch beyond your current boundaries
- Trust others and build sustaining relationships
- Identify and tap into available resources
- Make changes in areas of your life that have held you back from moving forward

**Instructor's Notes**

1. Tell students that such responsibilities will "stretch" them and sometimes go beyond their "comfort zones," but that the JfL team will assist them in getting the most out of the training.
2. Open the class up for any additional questions.
3. Allow Champion to add any additional concerns or suggestions.

# 1.4



## FAQS – FREQUENTLY ASKED QUESTIONS (10 MINUTES)

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**Our Goal:** To address frequently asked questions about the Jobs for Life program.

**Lesson Introduction:** *We have heard again about some of the benefits of Jobs for Life. Let's now look at some typical questions that JfL students have expressed about the course.*

### TYPICAL JOBS FOR LIFE QUESTIONS

**Eight weeks (16 classes) is a long time. Why should I spend that much time in this course?** *This is an investment of your time, and it should be a good investment. You may have heard of other programs that did not work or did not provide as much as they promised. The Jobs for Life program has expanded to locations across the United States because of its past successes with students.*

**Should I just try to find a better job by myself?** *This investment will give you a support network that will last for months and in many cases years after graduation. Whether or not you choose to complete the course, eight weeks will still go by. Those who do not participate will likely be in the same position as now, while Jobs for Life graduates will have a new direction toward an abundant life.*

**Are the benefits of this program worth the effort?** *Your initial job can lead to other opportunities including independent housing, increased access to health care, newer cars, college or vocational education, and for some, perhaps even your own businesses. More importantly, if you apply the principles taught in Jobs for Life, it will change how you balance all aspects of life, from your physical, spiritual, and mental health to building and maintaining meaningful relationships with family, friends and community connections--benefits that reach far beyond the workplace.*

**What are some of your questions?** *We want you to join us on this journey! Now that you have seen and heard what the Jobs for Life course is about, what is expected of you, and what you could accomplish, we hope you will commit to attending the JfL course.*

#### Instructor's Notes

1. Refer back to the students' expectations developed at the beginning of the class as a "reality check" for students to see that their success in Jobs for Life is dependent on their willingness to make a full commitment to attendance and participation in the program.
2. Tell students they will receive their workbook in Class 2.
3. Once students have had the opportunity to review and ask questions about what is expected of them, engage the class in a brief open discussion around what may keep them from completing this course.
4. Have the Champion write on the board the following brainstorming question:

#### **BRAINSTORM: What may keep me from completing this course?**

5. Encourage students to think of as many reasons as possible that would keep them from completing the JfL training.
6. Have the Champion list all responses from the brainstorm and discuss.

5 MINUTE BREAK

# 1.5 OUR VALUE AND OUR JOURNEY

(10 MINUTES)

## Our Goals:

- To learn more about the concept of a “life journey;”
- To help students recognize that we are all valuable to God due to His unique plan for each one of our lives.

## Teaching Point: Lesson Introduction

*In Jobs for Life, we use what is written in the Bible to help give us direction. We use the Bible as our textbook because it deals with human struggles common to all people across time, and tells the stories of the journeys of people like us. It also gives us a picture of God, who He is, how He feels about each one of us, and His plans for each of us.*

## Instructor's Notes

1. Make sure that students know that whether they are familiar with the Bible or Christianity, they are welcomed and equal members of the JfL class.
2. Ask students what comes to mind when they hear the phrase “life journey”. Encourage them to share their own impressions of what defines a life journey.
3. **OPTIONAL:** Write the letters L-I-F-E- J-O-U-R-N-E-Y on the board diagonally.
  - a. Have students suggest words/phrases for each letter that describes what a **life journey** may mean to them BEFORE beginning the lecture.
  - b. Have the Champion review the entire list.
  - c. Refer to any words/phrases during the lecture of this section.

**You are valuable to God and to us, and we will treat you respectfully.** *In Jobs for Life, we will learn what God says about who He created us to be because knowing that will change the rest of our journey. While this training is taught from a Christian view of God that is based on the Bible, the goal of this training is not to pressure anyone to believe a certain way, but rather to help you understand that you have incredible value and to see ways timeless Biblical principles can help you achieve a productive life.*

*The Bible says that each of us is fearfully and wonderfully made (Psalm 139:14) and that we are created in the image of God (Genesis 1:26) and He loves us. That makes you most valuable to Him and to us. In this class, you will be treated with the respect and dignity you deserve as God's unique creation. You will be encouraged to show the same respect and dignity to one another.*

**Most people only realize they have been on a “life journey” when they look back at the past.** *And it often is not the journey they would have picked if they had realized they had a choice. We want you to realize that you have a choice about where the rest of your journey will take you.*

**When we wait until the end of the journey to think about what is important, we miss opportunities.** *We miss out on discovering a meaningful purpose for our lives, as well as directions or goals for continuing progress throughout our lives. We miss out on the good stuff God has planned for us. JfL helps us reflect on our lives now and make a U-turn where needed. As our foundational message for this class states, “All Scripture is inspired by God and is useful to teach us what is true and to make us realize what is wrong in our lives.”*

**How can we make the most of the opportunities we have now? (Instruct the class to read in unison Jeremiah 29:11.)** *In the Bible, God says the following about each of us: “For I know the plans I have for you,” says the LORD. “They are plans for good and not for disaster, to give you a future and a hope” (Jeremiah 29:11).*

### WHAT IS GOD'S PURPOSE FOR YOU?

Understanding God's plan begins with knowing His Word. *One of our goals through Jobs for Life training is to help you discover God's plans for your life.*

- *Have you ever considered that God has a special plan for you?*
- *How does it make you feel to know that God designed you with a purpose?*

***Jobs for Life training is designed to help you discover God's purpose and plans for you, especially related to employment.***

*Jobs for Life will help you:*

- *Understand your unique value;*
- *Discover God's purpose and plan for your life;*
- *Discover the gifts and talents that God has specifically given you for this purpose;*
- *Apply your gifts and talents to a career or job that will fulfill God's purpose and greatly enrich your life and your ability to provide for yourself and your family.*

Jobs for Life will not solve your problems, or provide quick-fixes to your challenges. Jobs for Life training will help you begin to make sense of the struggles in your own life, and it will equip you with the necessary tools to be able to confront struggles and work through them as you pursue a healthy, purposeful life.

Attending this training will not guarantee that you will have a job by the time this course is completed. However, Jobs for Life classes will provide all that you need to take responsibility for your own job search so that you can obtain and keep a job that meets your skills and interests.

# 1.6



## CLASS DISCUSSION: MY EXPECTATIONS (20 MINUTES)

**The Goal:** To identify and address students' realistic and unrealistic expectations for Jobs for Life training outcomes.

### Instructor's Notes

1. Write on the board the following question:

#### What do I expect to gain from Jobs for Life?

2. **OPTIONAL:** Begin the discussion by introducing the "parking lot" concept. The "parking lot" can be used throughout Jobs for Life training as a place to "park" questions that may take a discussion off course. (NOTE: Please refer to the Instructor's Guide Introduction for more explanation on the "parking lot" tool.)
3. After allowing reflection time for the students, ask each to briefly state his/her expectations of attending Jobs for Life training by answering the question:

#### Why are you here?

4. On the board next to the responses given in Section 1.1, have the Champion write down all responses students share about their expectations. Value each response.
5. Once all answers have been given, ask the class to:
  - Review reasons previously given for coming to class.
  - Make any changes or additions to the list as they are discussed.
  - Help decide which responses are realistic.
6. Pare the list down to a few KEY realistic expectations.
7. Explain why it is important to clarify expectations upfront.

### Teaching Point #1: Lesson Introduction

*Reliable transportation is one of the critical things we need to have in order to work. We cannot get anywhere in a broken-down car. In this course we are like cars. The condition of our car affects the quality of our journey. We are making this journey through life in our bodies, and none of us are brand new models. We have all been on the road a while and need some maintenance to make it to our destinations. We may come in with flat tires, cracked windshields, worn out starters, and broken-down engines. We have to fix the car to begin the journey.*

### Teaching Point #2: Realistic Expectations

*Unrealistic expectations will ALWAYS disappoint us. If we do not talk about or ask about what we expect and what is expected of us, we may continue to disappoint other people and ourselves. Having realistic expectations and knowing what is expected of us will make it easier to make the journey—and easier to know where we are and when we are off track.*

#### ARE YOU EXPECTING A "QUICK FIX" FROM JOBS FOR LIFE?

*If you are looking for a quick fix or just a job, you are selling yourself short and you are probably in the wrong place. We want you to think about learning new skills to prepare for the rest of your journey. If you have any questions or need further assistance, do not hesitate to contact us.*

## 1.7 OPTIONAL VALUE ADDED ACTIVITY: LOCAL BUSINESS PRESENTATION (10 MINUTES)

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**The Goal:** To allow 1 or 2 business representatives to share with students why they value Jobs for Life training as a means to illustrate the benefits of the training to students and to the business community.

**(NOTE:** Jobs for Life recommends interweaving brief local business leader presentations throughout the JfL training course as a direct encouragement from employers and to further validate the importance of completing the JfL training with excellence.)

### Instructor's Notes

1. Introduce representatives from local businesses.
2. Ask the business representative to briefly talk about why they believe in Jobs for Life™ and why local employers will be interested in hiring qualified graduates.
3. Summarize and explain to students that applicants who have participated in Jobs for Life™ training increase their chance for being hired and advancing in their job.

### Materials & Resources Needed

Local business representatives who are prepared to talk about why they believe in Jobs for Life™.

## 1.8


**MARKING OUR COURSE - CLASS 1 SUMMARY**  
**(5 MINUTES)**
**Instructor's Notes**

1. Open this section by having students write their answers in their workbooks to the following questions:
  - What did I learn today?
  - What value does it bring to my life?
  - How can I apply it to my life today?
2. Ask for volunteers to share answers with the class.
3. Complete lesson review.
4. Use the Teaching Point below to introduce the concept of Required Task, ensuring that students understand the importance of completing these assignments, both as a means to get the very most out of the class and as a graduation requirement. Explain and clarify Required Task for Class 2.
5. Close Class 1 with a prayer from the Instructor or Champion.
6. Greet students as they exit.

**Materials & Resources Needed**

Required Task 1 handout (downloaded and printed in advance or photocopied from Required Task section of Student Workbook)

**Lesson 1 Review**

Summarize and/or review class highlights and important concepts, strategies, and points with the students.

**Teaching Point: Jobs for Life Required Task**

*Each Jobs for Life lesson has Required Tasks designed to enhance the application of learned principles and skills. Each assignment is clearly noted by class in your workbook. These assignments must be reviewed and turned in at least once a week. \*\*While these are mandatory, we encourage you to view these not as "homework" but as opportunities to take hold of your learning and get as much out of your commitment to this class as possible.\*\**

**Required Task 1: My Values and My Goals**

Answers from this assignment will provide students with a personal inventory of their lives and goals.

**Where We're Headed**

- Understanding the rationale for work
- Understanding the need for positive relationships
- Learning from real life examples
- Identifying the concept of *roadblocks*

**Required Task 1: My Value and My Goals**

**Instructions:** Your answers to the following questions will provide you with a personal inventory of parts of your life and goals. Your answers will not be shared with the class. Take time to think through each question. Be honest with yourself as you prepare to begin this new journey in your life.

1. What have I accomplished so far in my life's journey that I am proud of?
2. What in my life has kept me from reaching my potential?
3. What does finding a job and going to work represent to me?
4. What do I want to accomplish during my participation in Jobs for Life?
5. Why is graduating from Jobs for Life important to me?
6. Am I worth it? Am I worth investing the time and energy it will take to finish this training journey?
7. What may keep me from finishing this training? What can I do to make sure I will finish?

