

Completing an Application for Employment

In this session, students learn the proper way to complete an application for employment and discuss the importance of completing a resume before the job search begins.

Background

This lesson was developed in order to instruct the learner in the proper way to complete an application. It was discovered that many learners did not have knowledge of how important an application could be in obtaining a job in the workplace.

Objectives

Students will properly complete an application for employment, reflect on the importance of a truthful application, realize the importance of keeping a complete work history, and understand the importance of having good references.

Time Frame

This activity should take from 1-2 hours depending on the number of individuals involved and the number of questions that are asked by the learners.

Room Set-Up

Any type of room is acceptable as long as there is a place for writing.

Materials

Various resumes including resumes that have been used for state jobs, jobs with large companies, or jobs with small independent businesses.

Learner Handouts

Various kinds of resumes and examples of how they should be completed.

Work-Based Skills

- Reading, writing, listening for understanding, following instructions.
- Read critically, convey ideas in writing, plan and research.
- Think creatively, acquire and use information, and organize information.

How to Prepare

Various types of applications must be obtained for the learner to realize that all applications are not alike.

What to Do During the Activity

1. The teacher presents information concerning job applications to the class.
2. Students share a few ideas about their awareness of this topic.
3. The students read the available applications.
4. They may question the teacher and each other about needed information on the interview form.
5. Students recall their own personal work history.
6. They create and complete a job application.

Pre/Post Assessment

Pre-Assessment: Before completing applications the learners discuss the importance of completing an application for employment.

Post-Assessment: Learners have the completed application to use to discuss what they have learned.

Evaluation by Learners

The learners will complete an evaluation form on each lesson and presentation.

Reinforcement/Generalizations

Let each student check someone else's application to check for gross errors and mistakes. Each learner will learn by doing and sharing.

How to Prepare for an Interview

In this session, students will prepare for an employment interview by watching a video on interviewing and then role-playing an interview session. Students critique each other's role-played interviews.

Background

It was discovered that many learners did not realize how important an interview could be in obtaining a job. This lesson was developed in order to emphasize the importance of the employment interview and help learners feel more comfortable about the interview process.

Objectives

Students will recognize and be able to apply good interview practices and behavior. They will reflect on the importance of a truthful interview.

Time Frame

This activity should take from 1-2 hours depending on the number of individuals involved and the number of questions that are asked by the learners.

Room Set-up

Any type of room is acceptable as long as learners can see the video while it is being shown and there is a place for learners to face each other as they interview each other at the end of the video.

Materials

VCR and TV.

Work-Based Skills

- Listen for understanding; Talk respectfully; Stay calm under pressure.
- Self-esteem—believes in own self-worth and maintains a positive view of self.
- Develop and express sense of self; Speak so others can understand; Listen actively.

How to Prepare

Various aspects of a good interview must be discussed for the learner to realize that all interviews are not alike.

What to Do During the Activity

1. Students come to class prepared for an interview session.
2. Class discussion on what makes a good interview.
3. Watch video on interview skills such as "How To Have A Good Interview." (See reference in "Materials" section.)
4. Additional discussion. Students are instructed that in an interview, they should: use good manners, use good body language, know and be able to articulate the information that must be made available to the employer at any time, be able to think quickly on their feet, be prepared to answer difficult or strange questions put to them by the interviewer.
5. Students role play an interview. One student conducts the interview of the second student. Continue until all have had an opportunity to be interviewed.
6. Students critique each other's interviews.

Pre/Post Assessment

Before completing an interview, the learners discuss why a good interview is important for employment. After the interview is completed the learners discuss what they have learned.

Evaluation by Learners

The learners will complete an evaluation form on each lesson and presentation.

Reinforcement/Generalizations

Let each student critique each other's interviews to check for gross errors and mistakes. Each learner will learn both by doing and by sharing. Each learner will practice by interviewing each other in role playing situations.

SPIE Lesson Plan

Teacher: Miss Cole

School: Turlock High School

1. Curriculum/Instructional Strategies:

- A. This lesson continues from previous class discussions and research on job-related skills in today's workforce. Yesterday students read an article, "Things NOT to Learn in School," discussing "C" quality work and how 70% translates to the workforce.
- B. This lesson is worth teaching because my students are almost done with their junior year and many of them are looking for summer jobs. In addition, they need to know what employers are looking for so they can prepare themselves during the next year to prepare for work/college requirements upon high school graduation.
- C. Today's lesson consists of students creating a brainstorm of workplace skills and discussing the importance with partners. Then students will listen/ take notes from a ppt. presentation given by an outside speaker (local HR manager). Students will then ask questions and compare their lists of skills. The lesson will be brought to a close by each student composing an action plan (using their research brochures) of how they will obtain work-related skills before graduation of their senior year.

2. Objectives:

- TLW identify factual information about job-related skills by conducting research and create a brochure.
- TLW discuss importance of needed skills; brainstorm top 10 list with partners
- TLW take notes while listening to a presentation by an outside speaker.
- TLW create an action plan for obtaining career/college skills upon graduation.

3. Activities:

- Students will actively participate in all parts of this small unit plan by: researching/interviewing businesses for current work-related skills; creating a brochure highlighting skills researched; read, annotate, and discuss an article that examines the effect of "C" quality effort in the workplace; brainstorm a Top 10 list of workplace skills; take notes on information from speaker; ask questions and record answers; synthesize information gained to create an action plan for obtaining necessary skills upon graduation from high school; and present findings in class discussion.

4. Assessment:

- Students will be assessed informally by observing active participation in the unit plan. They will be assessed formally by timely completion and quality of work skills brochures and action plans.

Laura Garcia

- **Lesson Plan:**

- **Curriculum/Instructional Strategies.**

II. Career Development, **Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge and self and to make informed career decisions. 1. Develop Career Awareness; 2. Develop Employment Readiness. **Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction. 1. Acquire Career Information; 2. Identify Career Goals. **Standard C:** Students will understand the relationship between personal qualities, education, training, and the world of work. 1. Acquire knowledge to achieve career goals; 2. Apply skills to achieve career goals.

Regina Amador, Intern Site Supervisor for Volunteer Services Program at EMC, will be invited as a guest speaker to meet with students interested in Volunteer Service Hours at local area hospitals. She will meet with students during their lunchtime at EHS. Students in grades 9-12 interested in attending the presentation must pre-register in advance with the College/Career Counselor. Announcements on the school website and student bulletin will be made; students interested in a healthcare profession or community service hours for scholarship are encouraged to attend. The methods and techniques used to implement this program include reserving the Career Center during lunchtime, a power point presentation, question and answer, and application handouts for individuals interested in the Volunteer Service program at EMC.

- **Objectives.**

After attending the power point presentation on the Volunteer Service Program at EMC, TSW:

1. Learn about the variety of traditional and non-traditional occupations.
2. Pursue and develop competency in areas of interest.
3. Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
4. Use employability and job-readiness skills in internships, mentoring, shadowing and/or other world of work experiences.
5. Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.
6. Apply academic and employment readiness skills in work-based learning situations, such as internships, shadowing, and mentoring experiences.

- **Activities.**

The students will experience the following throughout the program:

- Lecture, power point presentation on the Volunteer Service Program at EMC.
- Introduction and information regarding the different Volunteer Auxiliary Service programs available.
- A detailed explanation of the application process for prospective students.
- Student input/question and answer are encouraged.
- Highlight critical uses/benefits of Volunteer Service Programs at area hospitals.

➤ **Assessment.**

The following will be used to measure accomplishment of objectives including individual student learning that occurred from the program:

- Prior to attending the Volunteer Service Program Orientation, students will be given a pre-test: Career/Interest Inventory to highlight personal strengths and weaknesses.
- Student participation using oral feedback during and at the end of the presentation.
- In class, students will review and complete the Volunteer Service Program application.
- Interested students must attend a New Volunteer Orientation Session at the hospital.
- Once students begin the Volunteer Service Program at EMC, they are required to provide a monthly log sheet of hours worked to the College Counselor
- Students enrolled in the Volunteer Service Program are also required to submit a one to two paragraph description of their Volunteer Service Experience on a monthly basis.
- A written one-page summary of the student's experience in the Volunteer Service Program will be used as a Post-test, which includes information they learned from the program, as well as areas of personal and career knowledge growth.

➤ **Products.**

Towards the end of the school year, students will be required to provide a power point presentation to the College Counselor and Work Experience Coordinator of their job description and experience in the Volunteer Auxiliary Service program at EMC. Each student will be given a detailed description of the assignment due, which includes the required information needed for their presentation. A minimum of three pictures of themselves in their Volunteer Service area is required. Students will also attach a copy of their monthly logs to this presentation. A specific rubric will be used to grade the overall presentation. Each student is required to provide a copy of his/her power point presentation to the College Counselor. With parent and student permission, some of the pictures and information from the students may be added to our school website for Volunteer/Community Service information.

Pamela Harrelson

Lesson Plan:

Researching a career and vocational education

Focus:

Students will conduct research and interview professionals in a field to determine a potential career choice and the education necessary for obtaining a job in that line of work. The teacher will provide all students with a packet of materials including information on informational interviews, notes and questions for informal interview, research questions for schools necessary for the career of choice, and a vocational questionnaire to be completed in the research process. The students will conduct interviews and ask two people in the field about the career, expectations in that career. The students will also interview and meet with two individuals at a school they would attend to receive training for that career path. For the final assessment, each student will compose a two page paper reflecting on what was learned about the field of choice including all necessary information obtained in the interviews. The paper will require each student decide if the career is suitable for them and what steps they plan to take to get the process started. The paper and information learned will be presented by each student at the end of the lesson. The informational research packet, reflection paper, and final presentation on career researched will be used as assessments for the project.

All of the procedures will be modeled by the teacher in class and a practice packet will be completed as a class prior to students completing one of his or her own. Students will begin brainstorming as a class as to what careers they intend to learn about.

Objectives:

1. The student will practice and demonstrate effective formal speaking skills and communication skills in interview settings. (Measured in classroom when presenting research packets and information to class)
2. The student will develop and practice effective research methods and documentation of information obtained through research. (Measured in final reflection paper and notes from interview packet)
3. The student will develop academic language and show proficiency in the use of academic language in the classroom and in an interview setting. (Measured in final reflection paper and detail of notes in the research packet)

Notes on Informational Interviewing:

What is informational interviewing?

“Informational Interviewing” is researching your career field through a series of in-person workplace visits with people already employed in similar jobs. It is one of the most valuable career development tools.

Benefits of Informational Interviewing:

It reveals the details and realities of a field/position in which you are interested, making it easier to:

- *Speak knowledgeably about what you want to do*
- *Decide whether this is an appropriate career choice*

It provides you with explicit job description information you will need in developing a sharp and focused resume.

Guidelines for informational interviewing:

1. *Don't confuse it with a job interview. Be clear, honest, and stick to your agenda of getting career information.*
2. *Make an appointment for approx. 20 min. Arrive and leave on time.*
3. *Arrive thoroughly prepared with questions you want answered.*
4. *Leave with at least 2 referrals to other people in the field with whom you can meet.*
5. *Take notes immediately after the interview; record all that you learned.*
6. *Send a Thank you note right away.*
7. *Keep a well-organized record of your information obtained in the process.*

How do I find people to talk to?

- *Ask your friends and acquaintances about people they know in the related field.*
- *Check with a local career counseling center, non-profit agency or a community college placement center for leads on people available for informational interviewing.*

Vocational Questionnaire:

1. My short term and long term occupational goals are:
2. Have you had input from the significant people in your life in the development of these goals? Will the training/work hours affect your family routine? Explain.
3. I have chosen this occupation because:
4. I have chosen this particular school because:
5. What personal qualities does a person need to be successful in this occupation?
List the qualities you possess that make you well-suited for this type of work:

Informational Interview Notes: (one page completed for each interview)

Name:

Date:

Title:

Employer:

Phone:

How long in this position?

1. What is a typical day like at your job?
2. What are your most important duties? Most interesting? What do you like most about the job? What are the drawbacks?

3. How did you end up working in this field? What type of training would you recommend? Where did you go to school or how were you trained for your position?
4. How would you rate your marketability/employability? Have you found it easy or difficult to find work in this occupation?
5. What skills and/or experience are needed? What are the minimum qualifications?
6. Physical requirements:
7. Describe your working conditions:
8. Advancement possibilities? Job security? Is the industry growing?
9. Starting wages and set pay increases? Are there other expenses associated with the job? (Licenses, uniforms, union dues, etc)
10. What advice would you give to someone considering this occupation?
11. Could you suggest other people in this field that I might interview?
12. Additional questions of your own:

Research Questions for Schools (Each student will complete two of the following forms on a school for career choice)

Name of school being researched: _____

Are there any prerequisites for education level, previous training or is a degree required to begin training?

At the completion of training, what credentials are obtained? (certificate, license, degree, etc)

Are the following required, and if so, are they included in the tuition? Mark yes or no.

Books
Tools
Uniforms
Other

Are there additional training costs for the school not listed above? If yes, please state.

Are PELL Grants or other Financial Aid options available?

What is the length of training?

What are the next two schedules for start and end dates of the training?

What is the class schedule for training (dates and times)?

What is the attendance policy?

What is the classroom/training structure and class size? (independent, hands on, lecture, etc)

What teaching materials are used?

Is there any additional lab time required?

Is there a school dress code? If so, explain.

What placement services are offered?

What is the successful placement rate of graduates into training-related jobs?

What is the process of enrollment into the school/training?

Name and title of school staff with whom you discussed and completed this questionnaire:

Does the school offer transportation as part of enrollment?

Comments/Observations:

Reflection Paper:

Each student will use the information gathered in the informational interviews and any notes collected to compose a two page reflection of what was learned about the career researched. All reflections must address the career researched, what type of training is involved, what qualities potential employees must possess, and what type of credentials must be obtained before applying for a position in the field. Each reflection must conclude with a statement explaining if the career is still one that will be best for you and your next steps to seeking a job in the field. If, after conducting the interviews and research you have changed your mind, please elaborate on why you changed your mind and what alternatives you plan to look into.

