

Unit # 2 Title: Using Job-Seeking Skills	
Lesson Title: Who Will Get the Job? (Part 1)	Lesson: 1 of 2
Grade Level: 7	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9 Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.07: Utilize information about personal, ethical, and work habit skills to enhance individual student success. CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.	
American School Counselor Association Standard (ASCA) National Standard: Career Development C: Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials and Resources (include handouts or supporting documents)

Activity Sheets: <i>Job Application: Happy Hamburger House</i> (Raven Stone and Marvin Smith) It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students
Activity Sheets: <i>Interview Scenarios</i> (Raven Stone and Marvin Smith) Make copies of each for all students
2 highlighters per group (1 yellow and 1 green), paper and pencil.
Copies of job applications from two community employers.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing

	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

Lesson Measurable Learning Objectives:

The student will complete two job applications.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete two job applications.

Lesson Preparation

Essential Questions:
What is a good worker?

Engagement (Hook):
Ask the students, “How can you lose a job in less than five minutes?”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Ask the hook question and seek responses from 4 or 5 volunteers. Write the essence of each response on the board. Ask students what they notice about the responses ... are ‘job-task’ skills listed? 2. Ask a follow-up hook question: “How can you lose a job before you have the job?” Record the essence of students’ responses on the board. Remind class of the elementary school guidance lesson about applying for classroom jobs – and to remember that the classroom job application was a way to present themselves as a qualified candidate for their preferred 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will volunteer responses to the question, review the list of responses and make an observation about the list on the board. 2. Students will volunteer responses the question.
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<p>classroom job. If they had not completed their applications neatly and accurately, they might not have gotten the classroom job they really wanted. So, one way to lose a job before you even have it is to be careless about the application submitted.</p> <ol style="list-style-type: none"> 3. Ask students for ideas on the correct way to complete a job application. 4. Divide the class into groups of 4. Explain that they will to be given two completed job applications to review and evaluate as a group. They will indicate what is done incorrectly (highlight in yellow) and what is done correctly (highlight in green). 5. Ask each group to choose a spokesperson to give an example of an incorrect item and a correct item on one of the two applications. The instructor asks students whether or not they agree with each group's choices. 6. "Good News, Students! You have just found out your application successfully presented you as a potential candidate! However, you still have an opportunity to lose the job before you begin. How?" Write 4 or 5 responses on the board. Link responses to lack of or poor interviewing skills. Ask the students for ideas about how to make a job interview successful. 7. Each group is given the Activity Sheet: <i>Interview Scenarios</i> (interviews with Marvin and Raven). They are instructed to review, evaluate and highlight the <i>Interview Scenarios</i> in the same way they did the job applications, problem areas (incorrect areas) in yellow and effective interview skills (correct areas) in green. 	<ol style="list-style-type: none"> 3. Students will share ideas they have on the correct way to complete a job application. Possible answer: It should be done neatly by being typed or printed legibly. 4. Students will get into groups. Students will review and assesses the two job applications and highlight in yellow those things that they think are incorrect and highlight in green those things they think are done correctly. 5. Students choose a spokesperson and the person reports to the class an incorrect item and a correct item from one of the applications. Students respond as to whether or not they agree with each group's choices. If there is disagreement, a rationale must be given. 6. Students will share ideas they have on the correct way to complete a job application. Possible answer: Dress nicely and use good manners. 7. Students will highlight the interview scenarios using yellow for problem areas (incorrect areas) and green for the use of effective interviewing skills (correct areas).
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<p>8. Ask each group’s spokesperson to give an example of a problem area and an effective interview skill from one of the two interviews. Ask other students whether or not they agree with each group’s choices.</p> <p>9. Review the pros and cons of each application and each interview with the students and ask, “Who will get the job?” “Could either applicant have lost the job before they had it?” Students will support responses with evidence from the examples provided.</p> <p>10. Tell the students that next week they will be interviewing for jobs with people from the local business community. Job applications from at least two local businesses will be given to students. Students are to complete the applications and return them to the classroom teacher within two days. Review the applications and, at least two days before the interviews, inform students whether or not they have been chosen to be interviewed.</p> <p><i>(NOTE: If individual students choose not to complete and return the applications on time, help the individual use that choice as a piece of her or her self-evaluation process.)</i></p>	<p>8. Spokespersons report to the class a problem area and an effective interview skill from one of the two interviews. Students (in large group) discuss whether or not they agree with each groups’ choices. If there is disagreement, the rationale for disagreeing must be presented.</p> <p>9. Students will, as a group, decide if Marvin or Raven (or neither) will get the job based on the information provided in the scenario.</p> <p>10. Students will complete two job applications and return them within two days.</p>
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Teacher Follow-Up Activities

The counselor will give the teacher envelopes to collect the applications; the teacher will remind the students of the assignment and possibly give class time to work on the applications. (This would work well in a communication arts class or careers class).

Counselor reflection notes

Activity Sheet: Applications

Instructions for Review of Completed Applications

*Read each application and highlight in yellow the **incorrect** parts of each application and highlight in green the **correct** parts of each application. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin completed their applications. Use this page to make your comparisons and to write the summary of your evaluation of the applications.*

Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last	Stone	First	Raven	MI	M
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Address

Number	307	Street	Maple Avenue	City	Anytown	State	MO
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Phone

Daytime phone	555-1234	Evening phone	
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Position

<input type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Evenings	<input type="checkbox"/> Days	<input type="checkbox"/> Any
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 E. 11 th Anytown, MO		
Middle/Jr. High	456 E. 11 th Anytown, MO		
High School	456 E 11 th Anytown, MO		May 2005
Post Secondary			
Other			

Are you planning any more schooling? If yes, explain. Yes, going to college in the fall.

Previous Employment (from most recent)

Company Name	From mo/yr mo/yr	To	Supervisor	Job/ Responsibility
Mr. and Mrs. Conner	6/03			Babysat/Take care of their son

Why did you leave your last job? _____

May we contact your previous supervisors? _____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I have babysat and can fix food for the child I sit with. I want to major in restaurant and hotel management someday.

Signature

Date

Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last Smith	First Marvin	MI L
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Address

Number 703	Street Birch Lane	City Anytown	State MO
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Phone

Daytime phone 555-123-4321	Evening phone 555-123-4321
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Position

<input checked="" type="checkbox"/> Full-time	<input type="checkbox"/> Evenings	<input type="checkbox"/> Days	<input type="checkbox"/> Any
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 11 th Anytown, MO	Not applicable	Not applicable
Middle/Jr. High	456 11 th Anytown, MO	Not applicable	Not applicable
High School	456 11 th Anytown, MO	Not applicable	Expected May 2005
Post Secondary	Not applicable	Not applicable	Not applicable
Other			

Are you planning any more schooling? If yes, explain At this time I am not sure.

Previous Employment (from most recent)

Company Name	From mo/yr	To mo/yr	Supervisor	Job/ Responsibility
None				

Why did you leave your last job? Not applicable

May we contact your previous supervisors? _____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I am very involved in school and I like to have good grades. I've never worked anywhere before.

Marvin Smith
Signature

4-15-205
Date

Activity Sheet: Interview Scenario for Raven Stone Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Raven wanted a job at Happy Hamburger House. She had decided she needed to work during the summer in order to earn some spending money for college in the fall. Raven was dreaming of going to college and having a career in restaurant and hotel management. She had never worked except for the occasional babysitting job and was excited to be interviewing for a “regular” job doing something in the area she was considering as a career.

Raven had never interviewed for a job and asked some of her friends who worked at Happy Hamburger House what to expect during the interview. She felt confident about the interview after talking with her friend, Marcus, who had recently been the Employee of the Month.

Raven had an interview appointment after school at 4:00 and she went home after school to shower and change clothes before going to the interview. Raven put on a nice pair of slacks, a blouse tucked in with a belt and pulled her hair up into a ponytail.

Raven arrived 10 minutes late for the interview because of the time she had taken to go home and change. Mr. Langley, the manager, was waiting for her when she arrived and she greeted him with a smile and a handshake. Mr. Langley invited her to his office. Raven sat slouched down in the chair offered to her.

Mr. Langley: “Raven, I could not help but notice that you are 10 minutes late for the interview. Could you explain why you are late?”

Raven: “Well I went home to change after school and it took me longer than I thought it would.”

Mr. Langley: “Being to work on time will be important, are you going to be able to get to work on time?”

Raven: “I should be able to.”

Mr. Langley: “Raven, why do you want to work here at Happy Hamburger House?”

Raven: “Well Mr. Langley, I am going to go to school in the fall where I plan to major in the restaurant and hotel management program. I think that working here will give me some experience to help me in my future career.”

Mr. Langley: “It sounds like you have future plans. Let’s talk about what you are doing now. What is your school attendance and grades like?”

Raven: “I get to school when I can, I have a lot of sinus infections and just don’t feel like going to school. I have been on the honor roll 1 out of 3 quarters. I really don’t do much extra at school.”

Mr. Langley: “Do you think this job will create problems for you getting your academic work done?”

Raven: “I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it.”

Mr. Langley: “Do you have any experience or knowledge to share with me concerning the fast food business?”

Raven: “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with Marcus about his work experience here and feel that I know what the job would be like and could do it.”

Mr. Langley: “When would you be able to work?”

Raven: “I have discussed it with my parents and I can work after school 3 days a week and on Saturdays.”

Mr. Langley: “Who is Mr. & Mrs. Conner on your reference list?”

Raven: “I have babysat their little boy on several occasions.”

Mr. Langley: “I will probably contact them, will that be a problem?”

Raven: “I don’t think so. It’s just that I haven’t sat for them since their son broke his arm when I babysat for them last time. He was jumping out of a tree while I was on the phone talking to a friend.”

Mr. Langley: “Oh, I see. Do you have any questions for me?”

Raven: “I was wondering how much money I would be making?”

Mr. Langley: “It will be minimum wage. Do you have any other questions?”

Raven: “No, I don’t think so.”

Mr. Langley: “Thank you for coming in.”

Raven: “You’re welcome.”

Activity Sheet: Interview Scenario for Marvin Smith Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Marvin wanted a job at Happy Hamburger House. He had decided he needed to work in order to earn some spending money. He was looking at Happy Hamburger House because several of his friends worked there.

Marvin had never interviewed for a job before and asked some of his friends who worked at Happy Hamburger House what to expect during the interview. He got a lot of different answers. Most of his friends said the pay was good and that they did as little as they could when Mr. Langley the manager wasn't there to supervise. Marvin liked the sound of that because he was looking to make some money without having to do much or give up his weekend time. He wasn't going to have a lot of time to study outside of school if he worked every night and he didn't really want to have to work hard for the money.

Marvin had an interview appointment after school at 3:30 so he wore what he wore to school that day to the interview. Marvin was dressed in jeans with holes in the knees, a faded t-shirt and his favorite pair of sneakers.

Marvin arrived 5 minutes early for the interview and waited for Mr. Langley, the manager, to come get him for the interview. When Mr. Langley came to get him Marvin stood up and greeted him with a smile and a handshake. Mr. Langley invited him to his office. Marvin slouched down in the chair offered to him at first, but soon sat straight up.

Mr. Langley: "Marvin, why do you want to work here at Happy Hamburger House?"

Marvin: "Well Mr. Langley I am looking to make a little money to spend."

Mr. Langley: "Let's talk about what you are doing now. What are your school attendance and grades like?"

Marvin: "I have missed five days of school this year and I have been on the honor roll two out of three quarters. I've got Chemistry and it's been kind of difficult this semester. I really enjoy school because I am involved in three organizations and hold an office in one of them."

Mr. Langley: "Do you think this job will create problems for you getting your academic work done or hinder you from being involved in your organizations?"

Marvin: "I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it."

Mr. Langley: “Do you have any experience or knowledge to share with me concerning the fast food business?”

Marvin: “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with several of my friends and they say it’s an okay place to work.”

Mr. Langley: “Who are your friends that you talked to?”

Marvin: “I’d rather not say.”

Mr. Langley: “Okay. When would you be able to work?”

Marvin: “I can work after school 5 days a week, but I prefer not to work weekends at all.”

Mr. Langley: “Do you have any references?”

Marvin: “References? No, I don’t have any except my friends that work here.”

Mr. Langley: “Okay. Do you have any questions for me?”

Marvin: “When will I know if I’ve been hired?”

Mr. Langley: “I am hoping to hire someone in the next three days. I will call you one way or the other. Thank you for coming in.”

Marvin: “Thank you for your time and consideration.”