

# Unit 4: Job Search Process



**Lessons for  
Living, Learning,  
and  
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and  
Working**



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**Lesson Plan Contents Page**


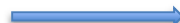
**Unit 4: Job Search Process**

**Objective 4.1: The student will be able to communicate and/or locate personal identification information (other important information).**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit: 4.1</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Implementation Time Frame:</b> This lesson can be presented prior to developing resumes', applications, cover letters and job searches.		
<b>Lesson Plan Summary: Communicating and /or locating personal identification information.</b>		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Personal Information Worksheets 1, 2, 3 and 4</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• AV Equipment</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Poster Board or simple white/colored paper</li> <li>• Markers/Pens/Colored Pencils</li> <li>• Scissors</li> <li>• Adhesive: tape, putty,</li> <li>• Sticky Notes</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary related to personal information.	Be able to use the vocabulary related to personal information in a variety of settings	Utilize the personal information vocabulary accurately in settings related to school, job search and other situations.
Students will know their personal information or be able to locate it when necessary.	Students will be able to copy their personal information for school and job search purposes.	Students will know and be able to retrieve their correct personal information when needed.
Students will be able to recognize safe websites and emails and know what personal information to share.	Students will recognize safe websites and emails and react accordingly with giving or not giving personal information	Students will recognize and navigate safe websites and emails successfully.
Students can identify what to do at home to keep safe.	Students can put safe practices at home into their everyday behavior and explain how they keep everyone safe.	Students can be observed demonstrating safe practices at school.

**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<p><b>Glossary</b></p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school and/or community that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Personal Information:</b> personal information is information that identifies, relates to, or could reasonably be linked with you or your household.</li> <li>• <b>Private Information:</b> an individual's name, signature, address, phone number or date of birth. Other kinds of sensitive information could be credit information or employee record information.</li> <li>• <b>Debit Card:</b> a card issued by a bank allowing the holder to transfer money electronically to another bank account when making a purchase.</li> <li>• <b>Credit Card:</b> a small plastic card issued by a bank, business, etc., allowing the holder to purchase goods or services on credit.</li> <li>• <b>Social Security Number:</b> An identifying nine-digit number issued by the United States government. It is issued to U.S. citizens, permanent residents, and temporary residents.</li> </ul>
<p><b>Introduction:</b> <b>Connect to Purpose</b></p> <p><b>VocFit Crosswalk:</b> <b>Computer Skills:</b> Enter text applying basic key functions</p> <p>Locate and open a saved file / document</p> <p><b>General Work Attributes:</b> Follows Directions</p>	<p><b>Activating Prior Knowledge:</b> Students Type their name (in print), phone number, address, city, state, zip, date of birth, and a signature(cursive) on a Word Document, print it, and cut out each piece of identifying information.</p> <p>Make note that fonts should be larger than normal like 20 or above. Give each student should also get <a href="#">worksheet 4.1.1</a> and some adhesive like tape, glue, putty or Velcro.</p> <ul style="list-style-type: none"> <li>• Have students write out this information if a computer is not available.</li> <li>• Assist any student who needs more support and prompts to capture their personal information on the computer or on paper.</li> <li>• Students will match their Personal Information with the label on the worksheet.</li> </ul> <p>Ask these questions:</p> <ol style="list-style-type: none"> <li>1. Who else will know this information? (family, friends)</li> <li>2. Why do you need to know this information? (In case of an emergency to tell community helpers, fill out applications, meeting with a doctor, ride on an airplane)</li> <li>3. Can you name 3 different community helpers/people that it's okay to give this information? (police, doctors, Emergency Medical /Fire Safety people, teachers, social workers, counselors)</li> <li>4. Who shouldn't you share this information with? (strangers, random people who call your phone like marketers, various internet sites)</li> <li>5. When is it okay to share your information to strangers? (safe job search sites, or retail sites)</li> </ol>
<p><b>Lesson Activities</b></p>	
<p><b>Activity 1</b> <b>Sharing Personal Information</b></p>	<p><b>Opening questions:</b></p> <ol style="list-style-type: none"> <li>1. Ask what kind of information is it safe to share online? (favorite sports team, pet, song, place to visit, food)</li> </ol>

<p><b>Time: 30 Minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Safety:</b> Identify safety hazards</p> <p><b>Interpersonal Skills:</b> Cooperate with others to accomplish work activities Listen actively</p>	<ol style="list-style-type: none"> <li>2. What shouldn't you share online? (full name, address, city, state, zip, credit card information, passwords)</li> <li>3. Why shouldn't you share private information? (Target for strangers, getting personal money information, stalkers, predators)</li> </ol> <p>Watch the YouTube video: <a href="https://www.youtube.com/watch?v=NKb0S3laHhk">https://www.youtube.com/watch?v=NKb0S3laHhk</a></p> <p>Private vs. Personal Information</p> <ol style="list-style-type: none"> <li>4. Follow up with discussions about sharing private vs. public information.</li> <li>5. Divide the class in half with half the class creating a poster with ideas of what can be shared online and the other half representing what shouldn't be shared online.</li> <li>6. Further follow up evaluation can be completed with <a href="#">worksheet 4.1.1</a></li> </ol>
<p><b>Activity 2:</b> <b>Safe Websites</b> Time: 15-30 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Computer Skills:</b> Navigate to a specific web address.</p> <p>Click on a desired web link</p> <p>Scroll through a web page to find specific information</p>	<p><b>Safe Websites</b></p> <p>Watch the YouTube video: <a href="https://www.youtube.com/watch?v=NKb0S3laHhk">https://www.youtube.com/watch?v=NKb0S3laHhk</a> again</p> <ol style="list-style-type: none"> <li>1. Ask what makes a "safe" website when giving your personal information? (They'll ask for you to create a password and username, sites you've heard of and if parents have reviewed them)</li> <li>2. Do you know some "safe" websites where you set up a password? (Amazon, Indeed, Kohl's)</li> </ol> <p>Show this YouTube video to explain what to look for in "safe" websites:</p> <p><a href="https://www.youtube.com/watch?v=BoL5c_6la00">https://www.youtube.com/watch?v=BoL5c_6la00</a></p> <ol style="list-style-type: none"> <li>3. How can you tell the difference between a "safe" website and an "unsafe" website. (Padlock symbol, https)</li> <li>4. Using <a href="#">worksheet 4.1.2</a>, students look up 3 safe websites and provide 3 reasons why they're safe.</li> </ol>
<p>Activity 3:</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Communication Skills:</b> Speak clearly so others can understand. Communicate face to face with others.</p>	<p><b>Do We or Don't We?</b></p> <p>As a follow up to Activity 2, students can partner up and determine what piece of information should they give out based on the person, business or community helper.</p> <p>Explain on <a href="#">worksheet 4.1.3</a> that more than one answer can be given in each category.</p> <p>Explain what a credit, debit or social security card is and the importance of keeping these numbers a secret.</p>

<p>Activity 4: <b>Time:</b> 1 hour possibly longer to get information from students</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills</b> Follow directions</p> <p>Ask clarifying questions</p>	<p><b>Creating an “All About Me” Identification Flip Book</b></p> <ol style="list-style-type: none"> <li>1. Begin with personal identification and refer to the introduction of the unit: Name, address, city, state, zip of each student. Ask why these are important pieces of information to have but what else should I know? (answers maybe age, parents name, where they go to school, who’s their teacher)</li> <li>2. Explain about other pieces of information such as:       <ol style="list-style-type: none"> <li>a. What medications do they take?</li> <li>b. Where do their parents work?</li> <li>c. What’s their parent’s phone number?</li> <li>d. Who is a trusted adult other than their parents?</li> </ol> </li> <li>3. Each student will be creating a flip book of information about themselves. Family members may have to help gather some of the information. Note: you can get creative by printing out 4.1.3 worksheet in different colors.</li> <li>4. Print out enough copies of <a href="#">4.1.4</a>. Have students write the information they know on each line. Some information such as school address may need to be googled!</li> <li>5. Instruct students to use scissors to cut on the bottom line of under each section: The title, My Name and Age, My School’s Information, My Appearance, and My Home Information</li> <li>6. Have student’s line up each section in order:       <ol style="list-style-type: none"> <li>1. My Personal Identification</li> <li>2. My Name and Age</li> <li>3. My School’s Information</li> <li>4. My Appearance</li> <li>5. My Home Information</li> <li>6. My Family Information</li> </ol> </li> <li>7. Have students staple each corner at the top of the page. The flip book should be complete. Depending on the time, students can draw a picture of their family or design their booklet as they please.</li> <li>8. As a technology alternative, students could create a table in a Word document (with six sections). Students could enter the information in the table and add photos of family members, their high school, etc.</li> </ol>
<p>Activity 5:</p> <p><b>Time:</b> 15-30 minutes possibly longer to get information from students</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Follow directions</p> <p>Ask clarifying questions</p>	<p><b>Family Safety</b></p> <p>Give the class 4 sticky notes and have the students write 4 ways their parents keep them safe</p> <p>(Answers may include)</p> <ul style="list-style-type: none"> <li>• Locking the doors at night</li> <li>• Locking windows</li> <li>• Throwing out old food</li> <li>• Keeping the house clean</li> <li>• Not answering the door if there’s a stranger</li> <li>• Staying in the yard</li> <li>• Telling your parents if you go somewhere</li> <li>• Not telling strangers personal information</li> <li>• Seat belts in the car</li> <li>• Riding a bike with the helmet.</li> </ul>

Work with a co-worker or team.	<ol style="list-style-type: none"> <li>1. Have them put these notes on the board</li> <li>2. Discuss these as a class.</li> <li>3. Next give the students 4 more sticky notes and have them put the consequences of not following these ways to stay safe and have them put up on a separate part of the room.</li> <li>4. Ask “How do these consequences differ?” (some may result in sickness, physical danger, financial hazards, etc.)</li> <li>5. Ask if they to determine how their actions can hurt them and the extent in which they can be hurt (not just physically).</li> </ol>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: What is your address, city, state, zip, phone and Social Security number?</li> <li>2. Comprehension / Understanding: When you are on a website, how can you determine if a website is safe?</li> <li>3. Applying: What information can you enter on a familiar/safe website?</li> <li>4. Analyzing: How can you determine the difference between a safe website and an unsafe website to input personal information? How can you recognize a phishing scam?</li> <li>5. Evaluating: If you are approached by someone you don’t know or in a store, how would you determine how much personal information would give this person?</li> <li>6. Creating: Ask the students to research 3 sites where they purchase items. Include the: <ul style="list-style-type: none"> <li>• Name of company</li> <li>• What kind of personal information do they ask for?</li> <li>• Do any of them ask for different/unique pieces of information?</li> <li>• Is there a cost to join that site?</li> </ul> </li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions**

After watching the Private & Personal video, answer the questions below.

1. What type of information about you is OK to share?

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2. What type of information isn't?

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3. Why shouldn't you share private information?

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What are 3 safe websites and what makes them that way?

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions: Use your phone or computer to search for 3 “safe” websites as described in the YouTube video and class. With each website you find list 3 reasons why you think they are safe.**

1. Website #1 \_\_\_\_\_

Reasons Why they’re safe?

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2. Website #1 \_\_\_\_\_

Reasons Why they’re safe?

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3. Website #1 \_\_\_\_\_

Reasons Why they’re safe?

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Appendix C

## Do We or Don't We? What should we share and with whom?

Directions: Below are a variety of personal information we may have to share with others. How do we determine what to share and what not share? Do we know this person? Is this company trustworthy? Will our information be safe if we do share it?

Below is a list of information and a list of people or companies that may need this information. Below determine which pieces of information will you share based on the person or company. You may use more than one piece of information for each person or company:

- Address
- Banking Information
- Credit Card Numbers
- Debit Card Numbers
- Social Security Number
- Names/information about friends and family

Amazon	
Your Bank	
Your Doctor	
Your Dentist	
A Telemarketer	
A friend	
Your mom	
Gamestop	
Wal-Mart	
Post-Office	
Police Officer	
Your employer	

## Worksheet 4.1.4

# My Personal Identification

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**My First & Last Name**

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**My Age**

**Color of my  
hair** \_\_\_\_\_

**Color of my  
eyes** \_\_\_\_\_

**How tall am  
I?** \_\_\_\_\_

**How much do I  
weigh?** \_\_\_\_\_

**What do I like to  
wear?** \_\_\_\_\_

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## My Appearance

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---

Name of my  
school \_\_\_\_\_

City \_\_\_\_\_

---

My Teacher's  
Name \_\_\_\_\_

My school's phone  
number \_\_\_\_\_

## My School's Information

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My  
Address \_\_\_\_\_

---

**My  
Town** \_\_\_\_\_

\_\_\_\_\_

**My  
State** \_\_\_\_\_

\_\_\_\_\_

**My Zip  
Code** \_\_\_\_\_

**My Phone  
Number** \_\_\_\_\_

**My  
Email** \_\_\_\_\_

\_\_\_\_\_

**My Home Information**

\_\_\_\_\_

\_\_\_\_\_

**My mom's  
name** \_\_\_\_\_

**My dad's**

**name** \_\_\_\_\_

**My siblings**

**name(s)** \_\_\_\_\_

\_\_\_\_\_

**My emergency contact**

**person** \_\_\_\_\_

\_\_\_\_\_

**My**

**medications** \_\_\_\_\_

\_\_\_\_\_

**I'm allergic**

**to** \_\_\_\_\_

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**Lesson Plan Contents Page**



**Unit 4: Job Search Process**

**Objective 4.2: *The student will be able to complete forms including applications onboarding, state ID's, community resources, etc., resumes, cover letters and thank you letters.***

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

Unit 4.2: Complete forms including applications, onboarding, community resources, etc., resumes, cover letters, and thank you letters.		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary: Practice job applications, cover letters, resumes, and thank-you notes.</b>		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Worksheet 4.2.1, resume example, resume example 2, resume reminders,</li> <li>• Worksheet 4.2.2, What is a cover letter? cover letter examples</li> <li>• Worksheet 4.2.3, Hard copies of job applications, Harrison Shoe Company Job Applications</li> <li>• 4.2.4 Blank job application</li> <li>• Thank You Letter Template</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• AV Equipment</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Poster Board or simple white/colored paper</li> <li>• Markers/Pens/Colored Pencils</li> <li>• Scissors</li> <li>• Adhesive: tape, putty,</li> <li>• Sticky Notes</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented for job seeking documents.	Be able to use the vocabulary presented during the job search process.	The students will be able to use the correct glossary and in context during the job search process.
Students will know where to find an online job application.	Students will be able to fill out a job application completely with their personal information (learned in 4.1).	The finalized application will have all the information complete and the student should be able to identify where they have applied and for what position.
Students will be able to list the parts of resume.	Students will be able to create a simple resume and cover letter.	The students resume should reflect his/her skills, experience and job goal.
Students will know they should write a thank you letter after an interview.	Students will be able to write a simple Thank you letter to an employer.	The Thank You letter should be personalized to the employer and reference the job that the student applied for.



**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<p><b>Glossary</b></p>	<p><b>Glossary</b>          Ensure the interns are familiar with glossary words connected with this lesson (see Page 2). Use Kahoot or a similar app that might interest the interns. They should be able to explain the term and relate it to something in their department and/or host business.          Interns could use a computer/tablet to look up the definitions and act out the word for the class. Another idea is to use a game such as Apples to Apples for these glossary terms.</p> <p><b>Please incorporate any glossary terms utilized at your host business that would enhance the lesson plan and make this objective more meaningful for the interns.</b></p> <p>Ensure the students are familiar with glossary words connected with this lesson.</p> <ul style="list-style-type: none"> <li>• <b>Resume:</b> a brief written account of personal, educational, and professional qualifications and experience prepared by an applicant for a job.</li> <li>• <b>Cover Letter:</b> a letter sent with, and explaining the contents of, another document</li> <li>• <b>Job Application:</b> a letter or form containing details of your qualifications, skills, experience, etc. that you send to an organization when you are</li> <li>• <b>Resignation Letter:</b> an official letter sent by an employee to their employer stating their intention to leave their current position at the company</li> <li>• <b>Thank You Letter:</b> letter that is used when one person/party wishes to express appreciation to another</li> <li>• <b>State ID:</b> a government issued form of identification containing personal and biometric information that allows its holder to prove their identity and citizenship.</li> </ul>
<p>Introduction          Activity:          Connect to Purpose            VocFit Crosswalk:          Interpersonal Skills:          Work with a group or team          Listen actively          Follow directions</p>	<p style="text-align: center;"><b>Activating Prior Knowledge –</b></p> <p>Write these questions on your white board:</p> <ol style="list-style-type: none"> <li>1. Can you identify what each document is? If so, what is document called?</li> <li>2. Why do you need this document?</li> <li>3. What should you include in each document?</li> <li>4. What are some similarities and differences between each document?</li> </ol> <p>Divide the class into groups of 3-4 and hand out examples of resumes, cover letters and job applications.          Tell the groups they have 10 minutes to answer the questions above. Instruct that there are no right or wrong answers.</p> <p>Bring the group together again and discuss the class answers.</p> <p>Tell the class they will be learning various pieces of paperwork (hard copies and</p>

digital) that they will need to apply for a job.

### Lesson Activities

#### Activity 1

**Time: Over the course of several days.**

**VocFit Crosswalk:**  
**Computer Skills:**

Save a file/  
document to a  
specific location.  
Locate and open a  
saved file/document  
Type text to create a  
document  
Access an email  
system  
Attach a file to an  
email

#### Creating Your Resume

Review why you need a resume.

- Use worksheet 4.2.1 Creating a Resume
- Walk through resume reminders worksheet.
- Use resume examples of completed resumes

All of the above documents can be found in [Appendix A](#).

With the worksheet 4.2.1 walk the students through the development of a resume. The worksheet will breakdown each category of a resume:

1. Identifying Information
2. Objective – personalize to the job or internship desired
3. Education
4. Work Experience (name internship department)
5. Special Skills (Skills gained through internships)
6. References – only if asked

Each section should be explained and adjusted to the needs of the student.

Work through (with computers or tablets) how to create a resume. For this activity we will build a resume by “scratch” so each section can be explained and formatted. Additional resume templates can be assigned per the desires of the teacher.

Key points to share:

- Format the resume to make it easy to read.
- Resumes do not need sentences; a bulleted list is preferred.
- Have someone double and triple check your work.
- Explain a resume can look different but the content is generally the same.
- Treat your resume like it was gold, put it in a plastic cover so it doesn’t get lines or look folded up.
- Explain each new job you apply to may require you to update your resume.
- Save the resume on Google docs or a flash drive so it can be easily updated.
- Practice emailing a resume with an email to the potential employer.

<p>Activity 2:</p> <p>Time: 1-2 hours</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>  Type text to create a document.  Save a file/document to a specific location.</p>	<p style="text-align: center;"><b>Creating a Cover Letter</b></p> <ol style="list-style-type: none"> <li>1. Review “What is a cover letter?” Students will be using that to help with their rough drafts.</li> <li>2. You may want to create an example using student feedback and ideas.</li> <li>3. Using Worksheet 4.2.2, as a class create a Cover Letter using the example Applebee’s job posting. Emphasize students should use their personal information. The activities in 4.1 will assist them to identify this information.</li> </ol> <p>All documents for this activity can be found in <a href="#">Appendix B</a>.</p> <p>Key points to share:</p> <ul style="list-style-type: none"> <li>• Each section of the cover letter is very specific: <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> paragraph - formal interest in the job and where you found the job opening</li> <li>○ 2<sup>nd</sup> paragraph - match your skills with the job and why you are a great candidate</li> <li>○ 3<sup>rd</sup> paragraph – thank them for reading the letter and ask for an interview/connect with the employer</li> </ul> </li> <li>• Cover Letters need full sentences.</li> <li>• Have someone double and triple check your work.</li> <li>• A cover letter does need to be updated every time you apply for a position.</li> <li>• Treat your cover letter like it was gold, put it in a plastic cover so it doesn’t get lines or look folded up.</li> <li>• Save the cover letter on Google docs or a flash drive so it can be easily updated.</li> </ul>
<p>Activity 3:</p> <p><b>Time: 1 hour</b></p> <p><b>VocFit Crosswalk</b>  <b>Self Determination:</b>  Evaluate the results of own actions to determine effectiveness.</p> <p><b>Interpersonal Skills:</b>  Asks clarifying questions  Listen actively</p>	<p style="text-align: center;"><b>Filling out a Job Application &amp; References</b></p> <p>Worksheet 4.2.3 Filling out a job application and references.</p> <ol style="list-style-type: none"> <li>1. Pass out highlighters or a pencil or pen will work. Pass out the “incorrect” Harrison Shoe Company job application and have the students go through and mark all the wrong answers. As a class, come back and have the students report out all the errors.</li> <li>2. Go over the “correct” Harrison Shoe Company job application with all the students.</li> <li>3. Work through the job application with the student’s line by line including references.</li> </ol> <p>See <a href="#">Appendix C</a> for all documents above.</p> <p><b>Key points to share:</b></p> <ul style="list-style-type: none"> <li>• Refer to the important reminders</li> <li>• It’s printed not written (cursive)</li> <li>• If you have poor printing, have someone print it for you.</li> <li>• Have someone double and triple check your work.</li> <li>• Explain a cover letter needs to be updated every time you apply for a position.</li> </ul>

	<ul style="list-style-type: none"> <li>• Treat your job application like it was gold, put it in a plastic cover so it doesn't get lines or look folded up.</li> <li>• Save the cover letter on Google docs or a flash drive so it can be easily updated.</li> </ul>
<p>Activity 4: <b>Time:</b> Multiple Days/hours</p> <p><b>VocFit Crosswalk Self Determination:</b> Identify own strengths and weaknesses Set personal goals that satisfy own interests and needs</p> <p><b>Computer Skills:</b> Click on a desired web link Enter text applying basic key functions Navigate to a specific web address.</p>	<p style="text-align: center;"><b>Job Search with Indeed.com</b></p> <p>Worksheet 4.2.4 Blank application found in <a href="#">Appendix D</a>.</p> <p>Spend a few minutes making sure that all the students can find <a href="http://www.indeed.com">www.indeed.com</a> and find some jobs.</p> <p>Using Indeed.com website, each student will search for a job matching their interests, complete a resume, cover letter and fill out a job application for that position.</p>
<p>Activity 5</p> <p>Time: ½ to 1 hours</p> <p><b>VocFit Crosswalk Computer Skills:</b> Click on a desired web link Type text to create a document</p>	<p style="text-align: center;"><b>Thank You Note</b></p> <ol style="list-style-type: none"> <li>1. Review the article and examples of post-interview thank you notes: <a href="https://www.indeed.com/career-advice/interviewing/sample-thank-you-letter-after-interview">https://www.indeed.com/career-advice/interviewing/sample-thank-you-letter-after-interview</a></li> <li>2. Review the Template Thank You Note in <a href="#">Appendix E</a>.</li> <li>3. Have each student write a post-interview thank you note as if they were interviewed for the Applebee's position.</li> </ol> <p>Some things to remember: You can use publisher to create a thank you note. Because this is not a tool that many students are familiar with, small note cards can be purchased. A simple letter style thank you will also do.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: What sections go on a resume?</li> <li>2. Comprehension / Understanding:</li> </ol>

<b>and Evaluation Tools</b>	<p>Why do you send a cover letter with an application?</p> <p>3. Applying: Where are some businesses in your area where you could get and fill out an application? Which companies require an on-line application? Do companies that require an on-line application also require a cover letter?</p> <p>4. Analyzing: What are some characteristics between a bad/good job application? Resume? Cover Letter?</p> <p>5. Evaluating: What are some experiences/education/areas/skills that you should include in your resume? Shouldn't include?</p> <p>6. Creating: Develop a portfolio that would include at least 3 different resumes and cover letters. Make the resumes with a different format.</p>
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Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

**Bonnie B Kelley**  
**312 W. Mulberry**  
**Milford, OH 45150**  
**(513) 555-1900**

**Education:**

- 1988 – 1990 Beauty Business College  
Cincinnati, OH 45238  
Major: Secretarial/Bookkeeping
- 1984 – 1988 Logan Elm High School  
Cincinnati, OH 45999  
Major: Business

**Work Experience:**

- 1991 – Present Waitress  
Guido’s Chinese Cuisine  
Cincinnati, OH 45200
- 1986 – 1990 Bookkeeper  
Green’s Hardware  
Cincinnati, OH 45222

Maintained records for purchases of materials, banking, calculating employee’s wages, prepared checks for employees, and monthly expenditures.

- 1986 – 1987 Waitress  
Castellano’s Deli  
Cincinnati, OH 45113

Taking customer orders, serving meals cleaning dining area, and cashiering.

**REFERENCES**

References will be furnished upon request.

Steve Bluegill  
818 Riverside Ave.  
Adrian, MI 49221  
C 717.578.3311  
F 517.285.9980  
Sbluegill@gmail.com

## OBJECTIVE

To become employed full-time as a stock person at Walgreens in Adrian, Michigan.

## WORK HISTORY

### Midas

639 S. Main St.  
Adrian, MI 49221

- Remove car tires
- General Garage Clean Up
- Remove and Install Car Breaks

November, 2015-Current  
*General Laborer: Part-Time*  
Supervisor: Todd McIntyre

### Midas

404 E. Michigan Ave.  
Ypsilanti, MI 48278

- Remove car tires
- General Garage Clean Up
- Remove and Install Car Breaks

June, 2013-September, 2015  
*General Laborer: Part-Time*  
Supervisor: Robert Kissella

## EDUCATION

### Project SEARCH-ProMedica Bixby Hospital

Adrian, MI 49221

- Housekeeping
- Maintenance

*June, 2015-Present*

### Britton-Deerfield High School

Britton, MI 49229

- General Studies
- Work Based Learning

*September, 2010-June, 2015*

### LISD TECH Center

Adrian, MI 49221

- Work Based Learning2
- Community Based Instruction

*September 2013-June, 2015*

\*ZZ's Bar & Grill

\*Chartwell's Dining Service

\*Siena Heights University

*September 2010-June, 2015*

### Madison High School

Adrian, MI 49221

- General Studies
- Work Based Learning

## SKILLS & ABILITIES

- Knowledge of Kitchen/Dining Room Routine
- CPR/First Aid Certification
- Routine Oriented
- Excellent Customer Service
- MIOSHA Certified
- Excellent Attendance

## HOBBIES

- **Bowling**

- Knitting

#### REFERENCES

Dawn Scott  
Goodwill Industries  
(517) 263-2135  
[dscott@goodwillsemi.org](mailto:dscott@goodwillsemi.org)

Christal Albig  
Goodwill Industries  
(517) 263-2135  
[calbig@goodwillsemi.org](mailto:calbig@goodwillsemi.org)

Kyle Johnson  
Adrian High School  
(517) 263-1115  
[kjohnson@adrian.k12.mi.us](mailto:kjohnson@adrian.k12.mi.us)



## Worksheet 4.2.1 Resume Building

### 1. Name and Address:

A. Name: \_\_\_\_\_

B. Address: \_\_\_\_\_

C. City: \_\_\_\_\_

D. State: \_\_\_\_\_

E. Zip Code: \_\_\_\_\_

F. Phone Number: \_\_\_\_\_

### 2. Objective

The Job Objective is a short opening statement that expresses your employment goal. Be as clear and as specific as you can. If possible, write the objective to match the job that you are applying for. You may include: the name of the job, whether it's full-time or part-time, where you saw the job advertised and what city or state the job is located.

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### 3. Education

A. School Name:

\_\_\_\_\_

B. City: \_\_\_\_\_

C. State: \_\_\_\_\_

D. Dates: \_\_\_\_\_

E. Degree: \_\_\_\_\_

F. Comment: \_\_\_\_\_

A. School Name: \_\_\_\_\_

B. City: \_\_\_\_\_

C. State: \_\_\_\_\_

D. Dates: \_\_\_\_\_

E. Degree: \_\_\_\_\_

F. Comment: \_\_\_\_\_

A. School Name: \_\_\_\_\_

B. City: \_\_\_\_\_

C. State: \_\_\_\_\_

D. Dates: \_\_\_\_\_

E. Degree: \_\_\_\_\_

F. Comment: \_\_\_\_\_

#### 4. Work Experience

This section contains information on the jobs you have held. When writing the job descriptions, be as clear and specific as possible. Explain your duties and responsibilities. Include any important accomplishments.

##### Job 1

A. Position Title: \_\_\_\_\_

B. Employers' Name \_\_\_\_\_

C. City: \_\_\_\_\_

D. State: \_\_\_\_\_

E. Dates Employed: \_\_\_\_\_

Position Description: \_\_\_\_\_

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## Job 2

F. Position Title: \_\_\_\_\_

G. Employers' Name \_\_\_\_\_

H. City: \_\_\_\_\_

I. State: \_\_\_\_\_

J. Dates Employed: \_\_\_\_\_

Position Description: \_\_\_\_\_

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## 5. Skills List

This section contains a list of your skills that are not covered in any other part of the resume. You have acquired many skills in your life that you may have not used on a job. Here is your chance to advertise these skills. Use this section to mention specific skills or personal attributes. A specific skill includes a knowledge of a foreign language or an ability to type 60 words per minute. A personal attribute includes your dedication and enthusiasm as a worker or an ability to produce results under stress.

Skills# 1:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Skills # 2:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Skills # 3:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Skills # 4:

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Skills # 5:

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Skills # 6:

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## 7. References

Your references should be individuals who can speak positively about your work history, skills, and personal character. Your references can include former employers, business associates, and community leaders. Do not include family members. You should type the references on a separate sheet of paper.

### Reference # 1

- A. Name: \_\_\_\_\_
- B. Address: \_\_\_\_\_
- C. City: \_\_\_\_\_
- D. State: \_\_\_\_\_
- E. Zip Code: \_\_\_\_\_
- F. Phone Number: \_\_\_\_\_
- G. Position: \_\_\_\_\_

**Reference # 2**

A. Name: \_\_\_\_\_

B. Address: \_\_\_\_\_

C. City: \_\_\_\_\_

D. State: \_\_\_\_\_

E. Zip Code: \_\_\_\_\_

F. Phone Number: \_\_\_\_\_

G. Position: \_\_\_\_\_

**Reference # 3**

A. Name: \_\_\_\_\_

B. Address: \_\_\_\_\_

C. City: \_\_\_\_\_

D. State: \_\_\_\_\_

E. Zip Code: \_\_\_\_\_

F. Phone Number: \_\_\_\_\_

G. Position: \_\_\_\_\_



## **RESUME REMINDERS**

1. Be Consistent! If you put information in one area do you do it the same in another.
2. Make it easy to read! Always type it in easy to read font, have someone do it for you if you have to.
3. Don't lie! Employers will find out if you lie by checking your references.
4. Spell and Capitalization Check! Have someone proof read your resume!
5. Add as much as you can! Show off to your employers with as much information as you can.
6. Only print in black!
7. It's ok to copy! Look for different resume styles and don't be afraid to copy any style.
8. Update your resume as you gain experience!
9. If you tailor the objective to the job you're applying make sure you always update it!

## Appendix B

### **What is a Cover Letter?**

A cover letter is a letter of introduction that accompanies a resume. Although cover letters are not required as frequently today as they once were, when one is requested, it gives the applicant a chance to explain their goals and show the hiring manager who they really are.

A cover letter explains who you are, lists major accomplishments, and tells the hiring manager what you hope to bring to the company if hired.

There are three types of cover letters: the application cover letter, the prospecting cover letter, and the networking cover letter. To get the full rundown of each of the three types, check out article on [cover letter formats](#).

### **How to Write a Cover Letter**

#### **1. Contact Information**

Include your full name, address (including zip code—for ATS purposes) and phone number with area code. You should make it as easy as possible for the hiring manager to reach you.

#### **2. Greeting**

It is important to find out the name of the hiring manager and greet them directly. You can usually find the hiring manager's name by searching the company website, or even calling the company and asking which hiring manager is assigned to this particular position. Once you learn the name, a simple greeting of "John" or "Hello John" is all you need.

#### **3. Opening**

Think of the opening as your "hook". It's your chance to pull the hiring manager in. How exactly do you write a good hook? Think about what skills set you apart from the other candidates or how your experience would make you invaluable to the company. What can you do that nobody else can?

Don't go overboard with information in your opening, though. Pick just the one or two things you think are the most relevant and most important to this particular job.

#### **4. Body**

When writing the body of your cover letter, remember the three w's: why, what and what (Yep, we meant to say "what" twice).

**Why** are you writing?

**What** can you offer?

**What** do you know about the company and the team?

The body of the cover letter is all about selling yourself. Include a couple of examples of relevant and measurable accomplishments. Measurable accomplishments are powerful because they show proof of your abilities.

For example, if you're applying for a job in sales, you might include, "In Q4 of 2015, I increased sales by 15%".

Or, if you're applying for a job in web development, you might say, "Worked on a team of three developers to build out full mobile app".

Someone in a managerial position could say, "Led a team of 15 to reach a combined \$250,000 in sales in one quarter". Just like when writing a resume, your cover letter should only include the most relevant and positive information about you

## **5. Closing**

The closing of your cover letter is just that, a closing. It should be used to thank the hiring manager for his or her time and to mention any attachments (resume, portfolio, samples). Keep the closing professional, and try not to sound too eager, since eagerness can come off as desperate.

For example, rather than saying something like, "Looking forward to hearing more about the position", but it's best to keep it cool with something like, "I look forward to finding out if I'm a match for this position".

To finish out the closing, do a formal signature. You can use "Sincerely," "Best," "Regards," "Yours," or any other professional signoff.

Use your first and last name as your signature, and send from a personal email account that does not list your current work signature beneath the email.

## **How to Format Your Cover Letter**

A cover letter is a letter but that doesn't mean you should just plop everything onto the page in a stream-of-consciousness flow. After all, the format of your cover letter determines the order in which the hiring manager learns about you.

For example, if you list your work history last, he or she has to read through the whole letter before learning the most important information.

Use the format order below as a guideline for building your cover letter



## **How to format your cover letter for a job**

When in doubt, think of your cover letter like a conversation. The order of events in a conversation is similar to the order of events in a cover letter. For example:

1. State your name
2. Say hello
3. Explain your work history
4. Tell them what you can do for their company
5. Say goodbye

## **How to format your cover letter for an internship**

1. State your name
2. Say hello
3. Explain your coursework history
4. Tell them what you can do for their company
5. Say goodbye

Larisa Stevens  
701 O'Brien Ct  
Onsted, MI 49265  
(517) 457-5023  
[larisa.stevens@lisd.us](mailto:larisa.stevens@lisd.us)

Boople Snoot  
Annebette's Super Market  
9490 Bekasi St  
Adrian, MI 49221

Hello Miss Snoot,

I saw your advertisement on the Goodwill website for a part-time donations attendant at your Adrian, MI store on February 22, 2021. This is exciting news to me, so please consider me a candidate for the job.

As of now, I am working as an intern for a program called Project SEARCH. I have done the total rehab and maintenance internships at the Hickman Hospital in Adrian. I stay busy and give every task my all. With others, I cooperate well, because I know that nothing is meant for the job of one person.

If you are interested in arranging an interview with me, you can call me at (517) 457-5023 or send out an email at [larisa.stevens@lisd.us](mailto:larisa.stevens@lisd.us).

Sincerely,

*Larisa Stevens*

Larisa Stevens

**Worksheet 4.2.2 Cover Letter Practice**

**Instructions:** Everyone gets a description of the dishwashing position at Applebee's. Using the description, walk the students through the template below to create a cover letter for this position.

**Section 1**

**Contact Information:**

**Your Address:**

---

**Your City:**

---

**Your State:**

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**Your Phone #**

---

**Your Email:**

---

**Employer Name:**

---

**Employer Title:**

---

**Employer Address:**

---

**Employer City:**

---

**Employer State:**

---

**Employer Zip:**

---

**Employer Phone #:**

---

**Section 2 Greeting**

**Dear:**

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**Section 3 Opening**

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**Section 4 Body**

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**Section 5  
Closing**

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**Sincerely,**

**Name:** \_\_\_\_\_

## **APPLEBEE'S**

**Steve Bills**  
**Manager**  
**49284 Maple St.**  
**Lakeland, FL 33801**  
**(384)374-8264**

### **Now Hiring / Immediate Opportunities for**

#### **Full Time & Part Time:**

#### **Dish washer / Dish machine Operator**

Cleanliness and order is the name of your game. You will work with your fellow Kitchen Team Members in food preparation procedures but your primary responsibility will be to maintain kitchen work areas, equipment, plateware and utensils in a clean, sanitary and orderly condition.

#### **Requirements:**

- Must be at least 18 years old
- Eligible to work in the United States
- 1+ year of cook / kitchen / prep preferred, but not required
- Attention to detail and a drive to create high quality, delicious food
- Team-oriented with a passion to succeed

#### ***What's in it for you? We can offer you:***

- Flexible schedule
- Fun, collaborative environment
- Rewards and recognition programs
- Development programs
- Free Tuition opportunities with Cleary University (For Team Members & Family)
- 25% discount at all of our brands
- Employee Discount Program (Offers exclusive discounts to Sporting Events, Concerts, Trips, and more!)

Appendix C

**Practice Information for Applications/Resumes:** All information will be kept confidential and will only be used for job applications and resumes.

**GENERAL INFORMATION:**

Name: \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

Email \_\_\_\_\_

Alternate (cell) Phone # \_\_\_\_\_

Date of Birth \_\_\_\_\_

Social Security # \_\_\_\_\_

Area(s) of work you are interested in: \_\_\_\_\_

\_\_\_\_\_

Do you want to work full time or part time (If you want full time and it is not currently available, are you willing to start part time)? \_\_\_\_\_

Is there any time (days or shifts) you would not be available to work? Prefer not to work early mornings.

\_\_\_\_\_

Can you pass a drug test? \_\_\_\_\_

Have you been convicted of a crime Yes\_\_\_ No \_\_\_\_\_

Misdemeanor or felony? \_\_\_\_\_

**EDUCATION:**

(If multiple schools, list school attended where diploma was issued or were you graduated.)

Elementary – Name and address (month and year of graduation) \_\_\_\_\_

\_\_\_\_\_

High School - Name and address (month and year of graduation) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Vocational School - Name and address (month and year of graduation) \_\_\_\_\_

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Additional Training (example: computer classes) – Name of class and date taken:

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**EMPLOYMENT: Paid only**

1. Employer Name \_\_\_\_\_

Employer Address: \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Starting pay (\$ \_\_\_\_\_ per Day)

Ending pay (\$ \_\_\_\_\_ per Day)

Duties:

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2. Employer Name \_\_\_\_\_

Employer Address \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor: \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Starting pay (\$ \_\_\_\_\_ per hour)

Ending pay (\$ \_\_\_\_\_ per hour)

Duties: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Employer Name \_\_\_\_\_

Employer Address \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Starting pay (\$ \_\_\_\_\_ per hour)

Ending pay (\$ \_\_\_\_\_ per hour)

Duties: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**UNPAID WORK EXPERIENCE:**



1. Employer Name \_\_\_\_\_

Employer Address \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Employer Name : \_\_\_\_\_

Employer Address \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Employer Name \_\_\_\_\_

Employer Address \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**VOLUNTEER WORK:**

1. Agency Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone # \_\_\_\_\_

Supervisor (are they willing to be a reference for you?) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Agency Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone # \_\_\_\_\_

Supervisor (are they willing to be a reference for you?) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

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**HOBBIES OR INTERESTS:**

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**REFERENCES:**

List 3 people who have known you at least two (2) years:

Name	Address	phone number
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1. \_\_\_\_\_

---

2. \_\_\_\_\_

---

3. \_\_\_\_\_

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**Harrison Shoe Company  
P.O. Box 633  
Littleton, Nowhere 00006**

**INCORRECTLY COMPLETED JOB APPLICATION FORM**

Full Legal Name Carol Ann Blue

Street Address 601 Main Street St. Louis, MO

Telephone Number 321-0000 S.S. No. 492-22-000

Date of Birth 4-22 Place of Birth St. Louis

**EDUCATION**

Vocation – Technical School  
Name Good Vocational School Address Kansas City

Dates of Attendance 1986 - 1988

Vocational Program Child Care Vocational Certificate? Yes

High School  
Name Brown High School Address Kansas City, MO

Dates of Attendance August 1984 – June 1986

Subject Studied \_\_\_\_\_ Dipolma? Yes

Elementary School  
Name Jackson elementary School Address \_\_\_\_\_

Dates of Attendance August 1980 - June 1984



WORK EXPERIENCE (Most recent first)

Name of employer Dairy Queen

Address 000 Sunlight Avenue

Supervisor's Name Mrs. Smith Dates of Employment Last Summer

Duties Waitress

Reason for Terminating Employment Tired of Working

Name of Employer Little Preschool

Address 111 Look Ave, St Louis

Supervisor's Name \_\_\_\_\_ Dates of Employment Last Winter

Duties Child Care Attendant

Reason for Terminating Moved

REFERENCES (Do not use Relatives)

Name Aunt Mary Mavis Phone 33-1611

Address 689 Here Blvd. City \_\_\_\_\_ Job Title \_\_\_\_\_

Name Mr. Tom Later Phone 1111-46

Address 21 Worship Street Job Title 1111-46

Name John Blue Phone 321-0000

Address 601 Main Street, St Louis Job Titled Retired

Signature \_\_\_\_\_ Date \_\_\_\_\_



Harrison Shoe Company  
P.O. Box 633  
Littleton, Nowhere 00006

**INCORRECTLY COMPLETED JOB APPLICATION FORM ANSWER SHEET**

Full Legal Name Carol Ann Blue

Street Address 601 Main Street St. Louis, MO ZIP

Telephone Number 321-0000 S.S. No. 492-22-000-

Date of Birth 4-22 -- Place of Birth St. Louis

EDUCATION

Vocation – Technical School  
Name Good Vocational School Address Kansas City State

Dates of Attendance 9/1986 – 5/1988 (months?)

Vocational Program Child Care Vocational Certificate? Yes

High School  
Name Brown High School Address Kansas City, MO

Dates of Attendance August 1984 – June 1986

Subject Studied ? Diploma? Yes

Elementary School  
Name Jackson Elementary School Address ?

Dates of Attendance August 1980 - June 1984



WORK EXPERIENCE (Most recent first)

Name of Employer Dairy Queen

Address 000 Sunlight Avenue City, State, Zip Code

Supervisor's Name Mrs. Smith Dates of Employment Last Summer

Duties Waitress

Reason for Terminating Employment Tired of Working

Name of Employer Little Preschool

Address 111 Look Ave, St Louis,

Supervisor's Name Dates of Employment Last Winter

Duties Child Care Attendant

Reason for Terminating Moved

REFERENCES (Do not use Relatives)

Name Aunt Mary Mavis Phone 33-1611

Address 689 Here Blvd. City State Job Title

Name Mr. Tom Later Phone 1111-46

Address 21 Worship Street City State Job Title 1111-46

Name John Blue Phone 321-0000

Address 601 Main Street, St Louis State Job Titled Retired

Signature Date



## SAMPLE JOB APPLICATION 4.2.4

PLEASE NOTE: It is important that you complete all parts of the application. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Name and Address							
Name (First, MI, Last)				Social Security Number			
Mailing Address							
City, State, and Zip Code							
Telephone				Alternate Phone			
If under 18, please list age				Email			
Job Type							
Days/hours available to work							
<input type="radio"/> I have no preference.	<input type="radio"/> Mon.	<input type="radio"/> Tues.	<input type="radio"/> Wed.	<input type="radio"/> Thurs.	<input type="radio"/> Fri.	<input type="radio"/> Sat.	<input type="radio"/> Sun.
I am seeking a:		<input type="radio"/> Full-time job		<input type="radio"/> Part-time job		<input type="radio"/> Full- or Part-time	
How many hours can you work weekly?				Can you work nights?		Date available to begin	
Additional Information							
Have you ever been employed by this organization in the past?						<input type="radio"/> Yes	<input type="radio"/> No
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.						<input type="radio"/> Yes	<input type="radio"/> No
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?						<input type="radio"/> Yes	<input type="radio"/> No



If Yes, please explain:		
Do you have a driver's license?    Ⓒ Yes    Ⓒ No	Driver's license number	Issued in what state?
Have you had any accidents during the past three years?		How many?
Have you had any moving violations during the past three years?		How many?

Education				
School	Location (mailing address)	Years Completed	Major	Degree or Diploma
<b>High School</b>				
<b>College or Business/Trade School</b>				


**Military**

Have you even been in the Armed Forces?	Ⓒ Yes	Ⓒ No	Date entered
Are you now a member of the National Guard?	Ⓒ Yes	Ⓒ No	Discharge date
Specialty			

**Work Experience**

Please list ALL work experience beginning with your most recent job held. Attach additional sheets if necessary.

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer?    Ⓒ Yes    Ⓒ No

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer?    Ⓒ Yes    Ⓒ No

**Work Experience (continued)**

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)	
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.	
May we contact this employer?    Ⓒ Yes    Ⓒ No	
<b>References</b>	
Please include name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.	
1.	
2.	
3.	
4.	
I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that, should this application contain any false or misleading information, my application may be rejected or my employment with this company terminated.	
Signature	Date

Template for Writing a Strong Thank You Letter

Your Name  
Your Address  
Your City, State, Zip Code  
Your Phone Number  
Your Email

Date

Name of the person who interviewed with  
Title  
Organization  
Address  
City, State, Zip Code

Dear Mr./Ms. Last Name:

Use the first paragraph to thank the interviewer for taking the time to meet with you. Mention your interest in the job and how enthusiastic you are about it.

The second paragraph of your thank you letter should include the reasons why you are an excellent candidate for the job. List specific skills that relate to the job for which you interviewed. The more detailed you are, the more the interviewer will know about your qualifications.

The third paragraph (optional) can be used to mention anything that you didn't bring up at the interview that you'd like the employer to know. This gives you another chance to make a good impression, especially if you remembered something you should have said during the interview.

In your closing paragraph, reiterate your appreciation for being considered for the job and let the interviewer know you are looking forward to hearing from him or her soon.

Sincerely,

Your signature

Your typed name

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**Lesson Plan Contents Page**



**Unit 4: Job Search Process**

**Objective 4.3: The student will be able to conduct a job search (traditional and electronic) using a variety of resources (Indeed, LinkedIn, etc.)**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

Unit 4.3: The student will be able to conduct a job search using a variety of resources.		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities:</b> Individualize these sections to make this section more meaningful for the intern.		
Implementation Time Frame: This lesson should be implemented during the second half of the school year as students begin to think about summer employment.		
Lesson Plan Summary:		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• 4.1.1 Networking Sheet</li> <li>• 4.1.2 Networking Interview</li> <li>• 4.1.3</li> <li>• 4.1.4</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector</li> <li>• Printed worksheets</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Index Cards</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the job search vocabulary presented in this lesson	Glossary Be able to use the job search vocabulary presented in a variety of settings	Glossary Check context of their job search vocabulary use to ensure their understanding in class discussions and other school environments
Students will know various ways to search for jobs.	Students will identify and be able to use a variety of websites, ads, signs etc. to begin the job search process.	The students will demonstrate their understanding of ways to search for jobs by using job search websites and traditional methods at school and in the community. The students will set up an Indeed.com profile.
Students will understand the value of networking especially related to job search.	Students will demonstrate how to network in these job search activities and other school functions.	Students will utilize networking in a variety of settings that are observable.
The students will know several ways to engage with others when networking.	The students will demonstrate a variety of ways to engage while networking.	The students will network at school with staff who might have other businesses or could connect students to community employers.

<b>STEP TWO: The Lesson Plan</b>	
<b>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and needs of your students.</b>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school or community that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b>  <b>Network:</b> using personal, professional, academic or familiar contacts to assist with a job search, achieve career goals, learn more about your field, or another field you'd like to work in.  <b>Want Ads:</b> a written advertise for a job  <b>Indeed.com:</b> An online job search website  <b>Resume:</b> a short account of one's career and qualifications</p>
<p><b>Introduction:</b>  <b>Connect to Purpose</b>  <b>Time: 30 Minutes</b>  <b>VocFit Crosswalk:</b>  <b>Interpersonal Skills:</b>            Follow Directions</p> <p>Work with a co-worker in a group or team</p> <p>Cooperate with others to accomplish work activities.</p>	<p><b>Activating Prior Knowledge:</b>            *This activity is intended to have students think about how people find employment and what they'll need to prepare for this process.</p> <p>Step 1: Let's brainstorm ways to look for a job/have student's talk about their parents' jobs/how do they think they learned about their jobs? Explain to the class the different ways of getting a job (want ads, signs on businesses, internet, family and friends)</p> <p>Step 2: As a group write down what the students came up with.</p> <p>Step 3: Explain what networking is. (Talking with people they know and connecting with them about possible job openings) Explain this can be a variety of safe people they know.</p> <p>Step 4: Have students fill out a (worksheet 4.1.1) a list of people they know in varying categories and how to contact them.</p> <p>Step 5: Review with students as a group to determine if this is a helpful networking plan.</p>
<b>Lesson Activities</b>	
<p>Activity 1            Time:30-60 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Computer Skills:</b>            Reply to an email message</p> <p>Communicate <b>with others face to face</b></p>	<p><b>Using the Networking Sheet to Interview Your Contacts</b>            Step 1: Have students review their Networking sheet 4.1.1.            Step 2: Explain each student is to pick 3 people off their networking sheet to interview.            Step 3: Work in small groups to develop 3-4 questions to ask their 3-networking people about their job search process and have them write these questions on an index card.</p> <p>Questions could include:            *How did you find your job?            *What were some of the things you had to prepare before you started your search?            *Were you able to use the internet?            *What advice do you have for us to get started on our search?</p>



	<p><i>*How did you determine what was the best job to apply?</i></p> <p><i>*What made you accept this position?</i></p> <p><i>*How did you use networking?</i></p> <p><i>*Other questions the students may come up with.</i></p> <p>Step 4. These index card questions will now be used to interview one or all three of the students' networking list. Have interns report back with the answers they received. Students can interview face to face, email, call or text to get the answers.</p>
<p>Activity 2: Time: 30-60 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Computer Skills:</b> Scroll through a web site to find specific information.</p>	<p><b>Searching for Jobs Using Local Employers' Websites</b></p> <p>Step 1. Review as a class a business' website and how to look for open positions. Have students call out several different businesses and look for open positions. Explain that some businesses may not advertise for open positions on their websites. They may use agencies to help find employees.</p> <p>Step 2. Have students call out some companies they are aware of and guide the students through the search.</p> <p>Step 3. Pass out worksheet 4.1.2 to have students complete the Website Job Scavenger Hunt.</p>
<p>Activity 3: Time: 30 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Cognitive Abilities:</b> Comprehend/Read Instructions</p>	<p><b>Prepping to Fill out an Application: Filling out a "Cheat Sheet"</b></p> <p>Step 1: Hand out work sheet 4.1.3 "Application Cheat Sheet" and explain this can be used when filling out a resume either online or as a guide when filling out a hard copy. You may have to explain the difference.</p> <p>Step 2: Go through each section from personal information, citizenship, work history, references, education etc. Explain the application may be more detailed than a resume.</p> <p>Step 3: If possible, see if your school district has a practice online application for students to use as their cheat sheet.</p>
<p>Activity 4: Time: 30 Minutes</p> <p><b>VocFit Crosswalk:</b> Computer Skills: Navigate to a specific web address</p>	<p><b>What's Indeed.com?</b></p> <p>Step 1: Introduce indeed.com by watching this video: <a href="https://www.youtube.com/watch?v=F6eAQvj_5gA">https://www.youtube.com/watch?v=F6eAQvj_5gA</a></p> <p>Quick review: As a class go over indeed.com explaining it's a job website that companies can advertise any openings they may have. Job seekers can upload their cover letters and resumes as well as fill out applications. <a href="https://www.indeed.com/">https://www.indeed.com/</a></p> <p>Step 2. Pass out worksheet 4.1.2a and do the examples of the scavenger hunt with the students.</p> <p>Step 2. The students can continue to complete the worksheet on their own.</p> <p>Step 3. Come together as a class to review the answers.</p>
<p>Activity 5: Time: 30 Minutes</p> <p><b>VocFit Crosswalk:</b> <b>General:</b> Communicates appropriately</p>	<p><b>Review 55 Networking Tips:</b> Pick and choose what to practice:</p> <ul style="list-style-type: none"> <li>• Make personal business cards</li> <li>• Practicing handshakes, starting random conversations/small talk</li> <li>• Review "want ads"/review if there any networking events-use highlighters so students can find events.</li> <li>• Use Worksheet 4.1</li> </ul> <p>Cut out strips of topics and have students select the topics of small talk and</p>

	determine as a class if they are appropriate or not. Discuss why or why not?												
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>													
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> <li>• What are some traditional ways to look for a job?</li> <li>• What are some online ways to look for a job?</li> </ul> <p>2. Comprehension / Understanding:</p> <ul style="list-style-type: none"> <li>• What's the difference between going to indeed.com vs. a company website?</li> </ul> <p>3. Applying:</p> <ul style="list-style-type: none"> <li>• Apply for a position using a company's website and apply for a job using indeed.com</li> </ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Create a chart and answer these questions: What are the advantages of using networking vs. going to a place of business vs. going online and applying? Compare the chart before and after you use these methods.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Applying using Your Network</th> <th style="width: 33%;">Applying in person</th> <th style="width: 33%;">Applying on-line</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• Choose 2 companies where you would like to work in your community. Find out their on-line entry level openings. Decide if you have the skills/soft skills to apply. What would you highlight in your on-line application. How do you do that in each of those company's application process.</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Describe how certain parts of your resume would change depending upon the job you're applying for? How do you know? What do employers look for in a resume?</li> </ul>	Applying using Your Network	Applying in person	Applying on-line									
	Applying using Your Network	Applying in person	Applying on-line										

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Appendix A

**Personal Information Worksheet 1: Networking: Who Do You Know?**

DIRECTIONS: Use this sheet to make a list of people that could help you find a job. They may have a job opening in their business or know of someone that could use an employee.

Family Members

Name	Relationship	Phone Number or Email
Example: Steve Jones	Dad	Steve.jones@gmail.com

Friends, Neighbors,

Name	Relationship	Phone Number or Email

Community Helpers: Teachers, Ministers, Club Leaders,

Name	Relationship	Phone Number or Email

# Internet Jobsite Scavenger Hunt

It's a scavenger hunt to find jobs on the Internet.

1. Using a business' website, find 3 jobs that are located in your hometown.  
List the 3 websites and jobs below:

Jobs:

Website:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. Find a job of your choice that is in the largest city in your state.

List 2 Websites where you found this job.

3. Go to your local newspaper's website, what is the name of the link to find job listings on the newspaper website?

List the website below:

4. Find a website that helps you prepare a resume. List the website.

5. Find the website of a well-known company like McDonalds and list 3 open jobs they have posted.

Appendix C

## INFORMATION FOR RESUMES AND JOB APPLICATIONS

(All information will be kept confidential and will only be used for job applications and resumes)

### GENERAL INFORMATION:

Name: \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone # \_\_\_\_\_

Alternate (cell) Phone # \_\_\_\_\_

Email \_\_\_\_\_

Date of Birth \_\_\_\_\_

Job you are interested in applying: \_\_\_\_\_

Do you want to work full time or part time (If you want full time and it is not currently available, are you willing to start part time)?

\_\_\_\_\_

Days and times you would not be available to work?

\_\_\_\_\_

Can you pass a drug test? \_\_\_\_\_

Have you been convicted of a crime Yes \_\_\_\_\_ No \_\_\_\_\_

Misdemeanor or felony? \_\_\_\_\_

If a felony please explain:

---

---

---

**EDUCATION:**

(If multiple schools, list school attended where diploma was issued or were you graduated.)

Name of High School:

---

Address of High School:

---

City, State, Zip:

---

Years Attended:

---

List of Special Courses/Diploma/Clubs/GPA/Sports:

---

---

---

Name of Vocational  
School: \_\_\_\_\_

Address:

---

City, State, Zip:

---

Courses/Classes/Certifications:

---

---

Additional Training (example: computer classes):

---

Address:

---

City, State, Zip:

---

Courses/Training/Internships:

---

**EMPLOYMENT: Paid only**

Employer Name:

---

---

Employer

Address:

---

City, State, Zip:

---

Employer Phone #:

---

Supervisor:

---

Job Responsibilities:

---

Reason you left, if not currently employed:

---

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Starting pay (\$ \_\_\_\_\_ per hour)

Ending pay (\$ \_\_\_\_\_ per hour)

**UNPAID WORK EXPERIENCES OR INTERNSHIPS:**

Employer Name: \_\_\_\_\_

Employer  
Address: \_\_\_\_\_

City, State, Zip:  
\_\_\_\_\_

Employer Phone #: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Job Responsibilities:

---

---

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_



**VOLUNTEER WORK:**

1. Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone #: \_\_\_\_\_

Supervisor (are they willing to be a reference for you?): \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SPECIAL SKILLS/INTERESTS:**

\_\_\_\_\_

\_\_\_\_\_

**REFERENCES:**

List 3 people who have known you at least two (2) years:

Name	Address	phone number
1.	_____	
2.	_____	
3.	_____	

Appendix D

**Worksheet 4.1.4: Small Talk Topics and Non-Topics**

DIRECTIONS: Cut each small talk topic, put in a hat or bowl and have students pull out a topic. Have each student read their topic and as a class determine whether this is a good or bad “small talk” topic.

**The Weather**

**Surgeries I’ve had**

**My rash**

**Sports Teams**

**How much money do you make?**

**Hobbies**

**Complimenting an outfit**

**Religious Beliefs**

**What do you do for a living?**

**Have you read any good books lately?**

**Have you listened to any good podcasts?**

**Political beliefs**

**Do you have any pets?**

**Have you traveled anywhere exciting lately?**

**Doesn’t that lady/man look hot?**

**Hey did you hear so and so are fighting?**

**Do you have any health issues?**

**Do you have a boyfriend/girlfriend?**

**Have you seen any good movies lately?**

**Are you from around this area?**

**I really enjoy the new restaurant that’s opened, have you been there?**

**What do you think?**

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**Lesson Plan Contents Page**

**Unit 4: *Job Search Process***

**Objective 4.4: The student will be able to show, understand, and actively participate in a mock interview process.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

Unit: 4.4		Total Activities:	Date and Location:
<b>STEP ONE: Pre-Planning/Pre-Activities:</b>			
Implementation Time Frame: This lesson can be stopped and taken up again at any time.			
Lesson Plan Summary:			
<b>What you will need: Materials &amp; Resources</b>			
Handouts:	•		
Technology:	•		
Other materials needed for activities:	•		
<b>How to Assess Understanding</b>			
<b>Knowledge</b>  What will they <b>know</b> because of the lesson?	<b>Skills</b>  What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>	
Glossary/Vocabulary The students will understand the vocabulary presented about work	The students can use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding. Can use this unit and its activities to check the vocabulary usage and understanding.	
Students will know about appropriate grooming, dress code and hygiene.	Students will demonstrate appropriate grooming and hygiene.	Students will be able to discuss and demonstrate appropriate grooming, dress code and hygiene through their own everyday appearance or finding pictures to demonstrate.	
Students will understand the importance of appropriate body language and eye contact.	<i>Students will demonstrate appropriate body language and eye contact in school settings.</i>	Students will demonstrate appropriate body language and eye contact. They will also be able to give examples and non-examples of appropriate body language.	

<b>STEP TWO: The Lesson Plan</b>	
<b><i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i></b>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p>Glossary Terms</p> <ul style="list-style-type: none"> <li>• Grooming: is the art and practice of cleaning and maintaining parts of the body.</li> <li>• Hygiene: practices conducive to maintaining health and preventing disease, especially through cleanliness.</li> <li>• Mock Interview: also known as a practice interview, is a simulation of an actual job interview. It provides job seekers with an opportunity to practice for an interview and receive feedback on their interviewing skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Appropriate Attire:</li> <li>• There are generally 4 kinds of appropriate attire for work: business professional, business casual, smart casual or casual. There are some other in-between dress codes, but these four generally cover the spectrum of what your average American wears to work every day.</li> <li>• Dress Code: a set of rules, usually written and posted, specifying the required manner of dress at a school, office, club, restaurant, etc.</li> </ul>
<p><b>Introduction: Connect to Purpose</b></p>	<p>Ask the interns to think about different events/how they would dress/act:</p> <ul style="list-style-type: none"> <li>• School (what, why, who is going to be there...)</li> <li>• Parties with friends</li> <li>• Sports/Exercise event that you are participating in (Special Olympics, recreation league, YMCA)</li> <li>• Formal meal at a restaurant</li> <li>• Family holiday for Thanksgiving or Christmas</li> </ul> <p>Ask them to role play these situations to portray the behavior that is different at each of these events. They could describe what they are wearing during the role play.</p>
<p><b>Lesson Activities</b></p>	
<p>Activity 1</p> <p><b>Looking Good</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>General Work Attributes:</b>  Maintains clean appearance  Follows Directions  Works well with co-workers  Accepts constructive feedback  Accepts praise  Initiates new tasks  Cooperative and courteous</p>	<p><b>Looking Good</b></p> <p>Students will identify appropriate attire and grooming for an interview and problem-solve how to improve appearance. Students will create a Professional Appearance Checklist that can be placed on a classroom wall, preferably next to a full-length mirror.</p> <ol style="list-style-type: none"> <li>1. Using a flip chart paper or similar paper, have students generate lists of specific grooming and appropriate, professional dress that are important. This can be done by dividing students up into small groups and have group members brainstorm grooming and attire ideas while one student records. Groups share ideas with the entire class. Feel free to create different grooming checklists for men and women and for businesses with a conservative dress code versus an employer who has a very casual dress code.</li> <li>2. Next, in whole group, have the students organize a “Professional Grooming and Dress Checklist” from the ideas generated during the brainstorming activities.</li> <li>3. Review the “Professional Grooming and Dress Checklist” with individual students and identify areas requiring improvement.</li> <li>4. Play the video: <a href="https://www.youtube.com/watch?v=-cE1d8Cu2HY">https://www.youtube.com/watch?v=-cE1d8Cu2HY</a> Have a discussion with the class, how is our Professional Grooming and Appearance Checklist similar to the do’s and don’ts shared in the video? Is there anything we want to add to our list?</li> <li>5. Invite students to volunteer to have their picture taken looking their most professional. These pictures will be used to model the expected behaviors. Or if preferred, have students search the internet for appropriate examples.</li> </ol>

4. Students will work in pairs practice data entry skills and computer application skills by entering the written “Professional Grooming and Dress Checklist” in a PPT, Word, Google Doc, or similar, finished examples below:

**Professional Appearance  
Mirror Checklist for Men**

- Proper fitting mask and necessary PPE
- Clean uniform shirt and pants
- Shirt tucked in or tucked out, not both
- Pants pulled up to waist
- Visible ID badge worn in the appropriate manner
- Appropriate, clean, tied, and polished footwear
- Hair neat and combed
- Face clean with no mess
- Clean hands, trim and neat nails
- Wallet
- Cell phone on vibrate



**Professional Appearance  
Mirror Checklist for Women**


- Proper fitting mask and necessary PPE
- Clean uniform shirt and pants
- Shirt tucked in or tucked out, not both
- Pants pulled up to waist
- Visible ID badge worn in the appropriate manner
- Appropriate, clean, tied, and polished footwear
- Hair neat and combed
- Face clean with no mess, make-up applied suitable for a professional, medical environment
- Clean hands, trim and neat nails, subtle and professional colors, no chipped nail polish
- Wallet or purse
- Cell phone on vibrate



**Professional Appearance  
Mirror Checklist for Men**

- Hair neat and combed
- Face clean with no mess:
  - Eyes
  - Nose
  - Mouth
- Shirt tucked in or tucked out, not both
- Pants
  - XYZ (Barn door closed)
  - Pulled up
- Footwear
  - Shoes tied
  - Shoes on correct feet
- Wallet

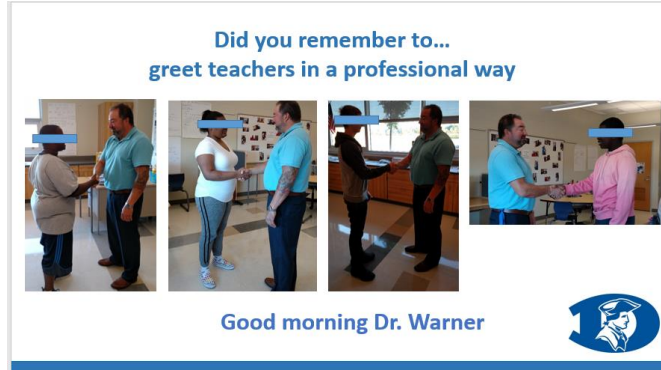


	<p><b>Professional Appearance Mirror Checklist for Women</b></p> <ul style="list-style-type: none"> <li>• Hair neat and combed</li> <li>• Face clean with no mess: <ul style="list-style-type: none"> <li>• Eyes</li> <li>• Nose</li> <li>• Mouth</li> </ul> </li> <li>• Shirt tucked in or tucked out, not both</li> <li>• Pants <ul style="list-style-type: none"> <li>• XYZ</li> <li>• Pulled up</li> </ul> </li> <li>• Footwear <ul style="list-style-type: none"> <li>• Shoes tied</li> <li>• Shoes on correct feet</li> </ul> </li> <li>• Wallet or Handbag</li> </ul> 
<p><b>Activity 2: Introductions</b></p> <p><b>VocFit Crosswalk: Interpersonal Skills:</b> Work with a co-worker in a group or team Monitor own body language</p> <p><b>General Work Attributes</b> Handles stress Accepts praise Makes eye contact</p>	<p><b>Introductions and Body Language</b></p> <p>Student will demonstrate competence in introducing self, including good posture, shaking hands, and eye contact.</p> <p>1. Play this video, then after, reiterate keys points. This can be done by having students scribe answers on a flip chart paper or white board.</p> <p><a href="https://www.youtube.com/watch?v=41BdlgNyKFI">https://www.youtube.com/watch?v=41BdlgNyKFI</a></p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>• Stand up</li> <li>• Web to web</li> <li>• Firm grip</li> <li>• Shake the entire time it takes each person to introduce themselves</li> <li>• Eye contact</li> <li>• Smile</li> <li>• Good posture</li> <li>• Introduce yourself with first and last name</li> </ul> <p>1. The Instructor takes on the role of the interviewee during a mock job interview. The instructor models how not to introduce oneself and works with the students to identify the problem-areas, which may include:</p> <ul style="list-style-type: none"> <li>• Forget to say name or say first name only</li> <li>• No handshake, limp handshake or handshake too rigorous</li> <li>• Eyes looking down or around room</li> <li>• Sit down before introducing self</li> </ul> <p>2. Next, discuss appropriate ways to introduce yourself. Students could use their phones to film appropriate and inappropriate introductions. Students could watch the videos and determine if anything in the introduction needs to change.</p> <p>3. Practice these skills in pairs throughout the classroom and then have the students role-play in front of the group followed by critique from the group at large. When giving feedback, remind students to describe at least two things their classmate did</p>



well, and no more than one thing they can improve.

4. Create a visual of students modeling the appropriate behavior of introducing themselves in a professional way, make it part of your daily routine, example below:



Activity 3:  
Be Positive

Voc Fit Crosswalk:  
**General Work Attributes**

Handles stress  
Arrives for work on time and leaves on time  
Accepts praise  
Makes eye contact  
Cooperative and courteous

**Self-Determination**  
Sets personal goals that satisfies own interests and needs

**Interpersonal Skills**  
Cooperate with others to accomplish work  
Listen actively

**Be Positive**

When asked, "Tell me about yourself," student will relate at least two positive facts and 2 skills they have.

Students will benefit from being prepared to talk about themselves in a positive way.

1. Have students review a list of words that may be used to describe themselves in a job interview. The list should include words such as:

- Independent
- Responsible
- Organized
- Great attendance
- Punctual
- Quick learner
- Dependable
- Stays on task

Brief definitions and examples may be presented. Have the students choose at least two words that describe them and think of ways in which they have demonstrated this trait. For example, "I am a dependable worker. I am always at work on time."

2. Show this video that is focused towards high school students interviewing for their first job, review key points as a whole group discussion:

[https://www.youtube.com/watch?v=z40\\_xz20h5w](https://www.youtube.com/watch?v=z40_xz20h5w)

3. Being able to recognize one's accomplishments and talk about oneself in a positive manner may be very difficult for some students. There may be the need to address this skill in an ongoing fashion. The instructor may want to routinely begin the class session by having students share one positive thing that happened to them in the work or school setting during the week. Emphasize the positive qualities the student demonstrated which contributed to positive events experienced during the week.

<p>Activity 4: Complete a Practice Interview</p> <p><b>VocFit Crosswalk:</b> <b>Communication Skills:</b> Communicate face to face with others Speak clearly so that others can understand</p> <p><b>General Work Attributes:</b> Accepts praise Makes eye contact Accepts constructive feedback Maintains good appearance Body Hygiene</p>	<p><b>Complete a Practice Interview</b> Students will benefit from being able to rehearse the entire job interview again, using all the skills they have been practicing.</p> <ol style="list-style-type: none"> <li>1. This practice interview may be videoed, for additional feedback.</li> <li>2. The interviewer may be a teacher, paraprofessional, other faculty member or community partner. Select a staff person who is less familiar with the students or a guest from the business community. Depending on your class comfort, have students practice in front of each other and participate in providing constructive feedback. For all practice interviews, the same questions should be asked until answers are mastered. Use the Project SEARCH Interview Answer Rubric to score the student interviewee:  The rating scale is as follows: 5 = Answered exceptionally strong 4 = Strong effort with a few of areas for improvement 3 = Average, but not impressive 2 = Need for improvement 1 = Did not observe effort or capability  Total the points. Make comments to help participants identify strengths and areas for improvement.  Example Interview Questions: <ul style="list-style-type: none"> <li>• Tell me about yourself.</li> <li>• Tell me about your past work, volunteer, and/or school experience.</li> <li>• What type of work environment do you prefer?</li> <li>• Why should I hire you?</li> </ul> </li> <li>3. The position that student interviewers are apply for should be a job which is realistic and for which they have the entry-level skills.</li> <li>4. After the interview, have students ask for feedback from their peers. Facilitate the group looking at the interview, encourage students to give specific feedback. They should receive compliments for successes and information about skills they need to improve.</li> </ol>
<p>Activity 5</p>	<p>Answering Tough Interview Questions: Google books about Tough Interview Questions. Purchase a new or used one that could fit your needs. An example is: <a href="#"><u>101 Toughest Interview Questions: And Answers That Win the Job!</u></a></p> <p>Students can work in pairs. Each student chooses 3 questions from the book and prepares their answers. They take turns interviewing each other on their computers. The computer’s camera should be turned on. On a Mac computer, use the app: Photo Booth and select “video mode”. For a PC, download Vimeo or Loom to</p>

	<p>record. The students will interview each other, then critique each other on items such as:</p> <ul style="list-style-type: none"> <li>• Eye Contact</li> <li>• Tone of voice</li> <li>• Answering the question completely in sentences</li> <li>• Answering the questions and referring to their own skills</li> </ul> <p>The pairs can report out to the class and give 1 positive about their partners interview.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: Name you 2 best work or soft skills that should be highlighted in an interview. Give practical examples of these skills that you have already demonstrated.</li> <li>2. Comprehension / Understanding: Check for clarification: Ask each student to choose 2 local companies where they want to work. Have them answer the question “Why Should I Hire You?” differently for each company.</li> <li>3. Applying: Use a book such as: <u>101 Toughest Interview Questions: And Answers That Win the Job!</u> (referred to above in Activity 5). As a way to end the day once a week, have someone choose a question. Everyone needs to come up with an answer. Each student will give their answer and/or add to the group answer.</li> <li>4. Analyzing: What are the differences and similarities of a resume and an interview.</li> <li>5. Creating: Ask the students to work in small groups to create an interview rubric with a rating of 1 – 3 (1 = lowest, 3 = highest). What is important to include in the rubric? The rubric should have at least 6 strands.</li> <li>6. Evaluating: Choose one of the largest and one of the smallest companies in your community where students might want to work. Look on their website for openings. Have students’ “interview” each other for those positions in front of the class. Have the other students choose the applicant based on the rubric created above.</li> </ol>

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

**Lessons for  
Living, Learning,  
and  
Working**



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**Lesson Plan Contents Page**



**Unit 4: Job Search Process**

**Objective 4.5: The student will display an understanding of the goal of work and identify some employment preferences.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 4.5: The student will display an understanding of the goal of work and identify some employment preferences.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities:</b>		
<b>Lesson Plan Summary:</b> This unit will help students understand the differences between school activities and work activities. Students will discuss the importance of having a job.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>Evaluating Job Opportunities</li> <li>Employment Preference Assessment</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>3 Kahoot Quizzes</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>Magazines for collage (ask your library and / or families to save magazines for you), poster board, glue sticks, scissors</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary The students will understand the vocabulary presented about work	The students can use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding. Can use this unit and its activities to check the vocabulary usage and understanding.
The students will have a deeper understanding of employment and how it relates to their needs and interests	The students will be able to identify jobs that need education and jobs that are entry level	Recite jobs discussed and ask if the student could apply for and get the job today or if the student would need other training or education
The students will know some of the differences between high school and work	The students will identify some of the differences and discuss them based on their own experiences.	The students will identify and discuss differences between school and work during this entire unit.
The students will understand some benefits of work in addition to being paid.	The students will be able to explain benefits of working based on their own interests and situation.	The students will identify why they want to work during this unit and beyond.

<b>STEP TWO: The Lesson Plan</b>	
<b><i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i></b>	
<b>Glossary</b>	Ensure the students are familiar with glossary words connected with this lesson.  <b>Please incorporate any glossary terms utilized at your school that would enhance</b>

	<p><b>the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Work:</b> Activity involving mental or physical effort done to achieve a purpose or result.</li> <li>• <b>Employment:</b> the condition of having paid work. Employment implies work for which one has been engaged and is being paid by an employer.</li> <li>• <b>Employee:</b> a person employed for wages or salary, especially at nonexecutive level. An employee works in the service of the employer under an express or implied contract of hire that gives the employer the right to dictate the employee's work duties.</li> <li>• Employer: a person or organization that employs people.</li> <li>• <b>As Needed:</b> Irregular (as needed) employee means a part-time employee who is not regularly scheduled to work but is employed on an “as needed” basis. Irregular part-time employees are not eligible for any benefits.</li> <li>• <b>Part Time:</b> A part-time job is a form of employment that carries fewer hours per week than a full-time job. They work in shifts. The shifts are often rotational. Workers are part-time if they commonly work fewer than 30 hours per week.</li> <li>• <b>Full Time:</b> Full-time work involves working for the whole of each normal working week rather than for part of it. A typical full time work week is 40 hours per week. An entry-level job is typically one you can perform without any prior education or experience because you will likely receive some amount of on-the-job training to be successful. Entry-level jobs can be either part-time or full-time. For some people, this may be their first job.</li> <li>• <b>Entry Level Position:</b> Entry level is a <b>type of job that typically requires minimal education, training and experience.</b> Entry-level jobs are available in every industry.</li> <li>• <b>First Shift:</b> 1st shift hours refer to the first shift of the day where an employee comes to work in the morning and leaves in the afternoon. The first shift often starts between 8 and 9 a.m. and ends between 5 and 6 p.m. It's sometimes called the day, morning, or early shift.</li> <li>• <b>Second Shift:</b> Second Shift (or Swing Shift) runs from afternoon to evening.</li> <li>• <b>Third Shift Third Shift</b> (or Night Shift) runs from evening to early morning</li> <li>• <b>Split Shift:</b> A split shift is a work schedule that is interrupted by non-paid and non-working time periods established by the employer. The time between shifts needs to be longer than a bona fide meal period and needs to be within the same workday.</li> </ul>
<p><b>Introduction:</b> <b>Connect to Purpose</b></p>	<p>With discussion questions and vocabulary, the student will have an understanding that some jobs require more education than others, thus being able to decipher between relevant jobs to apply for during high school. Some jobs require working at night or weekends; students need to identify if they are willing to work those hours.</p>
<p><b>Lesson Activities</b></p>	
<p>Activity 1 <b>Collage</b> <b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Work with a co-worker in a group</p>	<p><b>Jobs Collage</b> Using magazines have students work in small groups to find people doing jobs. Have the students separate magazine pictures on the “entry-level” poster board or the “more training/more education” poster board.  An alternative would be to create these collages on the computer. Students can</p>

<p>Cooperate with others to accomplish work activities Monitor own body language</p>	<p>search google images to find pictures of people at “entry level” and “more training required” jobs.</p>
<p>Activity 2: <b>Kahoot</b> <b>General Work</b> <b>Attributes:</b> Refrains from unnecessary social interaction Works well with others Works at an appropriate rate</p>	<p><b>Jobs Kahoot: Review answers before deciding which to use</b> Kahoot #1 – Job SEARCH Process – 20 questions <a href="https://create.kahoot.it/details/43235bf0-28c6-4763-9d7a-0feba5eb9eaa">https://create.kahoot.it/details/43235bf0-28c6-4763-9d7a-0feba5eb9eaa</a>  Kahoot #2 – Teen Job SEARCH – 8 questions <a href="https://create.kahoot.it/details/73f169cc-a7cf-4fff-a6c7-106fee2c8f0b">https://create.kahoot.it/details/73f169cc-a7cf-4fff-a6c7-106fee2c8f0b</a>  Kahoot #3 Employment Skills vocabulary check – 45 questions <a href="https://create.kahoot.it/details/083d60ce-0924-4bd9-8cec-1bf0b8cc46fe">https://create.kahoot.it/details/083d60ce-0924-4bd9-8cec-1bf0b8cc46fe</a></p>
<p>Activity 3: <b>Worksheet</b> <b>VocFit Crosswalk</b> <b>Interpersonal Skills:</b> Follows Directions <b>General Work</b> <b>Attributes</b> Completes Task Accurately</p>	<p><b>Worksheet – Evaluate Job Opportunities</b> Students will find 3 employment ads using different search engines. They will fill out the worksheet in <a href="#">Appendix A</a> (at the end of this document).</p>
<p>Activity 4: General Work Attributes: Works well with others Follows Directions Cooperative and Courteous Attends to job tasks consistently</p>	<p><b>Understanding the Difference Between school and Work Activity</b> Create groups or pairs of students. Have each group come up with 3 differences between school and work. Using a white board write the answers on the board. Answers can vary and can include</p> <ul style="list-style-type: none"> <li>• Homework/no homework</li> <li>• Exercise/no exercise/ or a lot of exercise</li> <li>• Friendships</li> <li>• Work with people of different ages</li> <li>• Grades/promotion or firing, etc.</li> </ul>
<p>Activity 5: <b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Listen Actively Ask Clarifying Questions</p>	<p><b>Understanding the Benefits of Work</b> Ask guest speakers to discuss the benefits of working Ideas and Examples:</p> <ul style="list-style-type: none"> <li>• Human Resources person to discuss the benefits of working as needed, part-time and full-time</li> <li>• Hospital employee to discuss the fulfillment of helping others.</li> <li>• Another co-worker or friend to discuss building relationships, avoiding too much alone time, creating a sense of identity, deeper critical thinking/problem solving skills, challenges, learning new skills, meeting new people, community awareness, balance.</li> </ul>

Extension Activities: Critical Thinking Questions and Evaluation Tools	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<p>1. Knowledge / Remembering:</p> <p>A. Ask and discuss: What employment goals do you have now? Name one business that you would like to work at and why do you want to work there?</p> <p>B. Show an episode or a piece from Undercover Boss. Reflect and discuss these points: Why are employees essential to businesses? Why are employee ideas important to businesses?</p> <p>2. Comprehension / Understanding: Check for clarification: A person that works at a business is the employee, employer or employment. A person or a company that provides a job, paying wages or a salary to one or more people is the employee, employer or employment? Work for which you are paid is employee, employer or employment. As needed, part-time, or full-time work is a position requiring a person to work at least 36 hours a week and usually includes benefits. As needed, part-time, or full-time work are positions in which the employee works approximately 20 hours a week and may include benefits. As needed, part-time, or full-time workers is a part-time employee who is not regularly scheduled to work but is employed on an “as needed” basis. These employees do not get benefits.</p> <p>3. Applying: This activity requires to students to apply knowledge learned from activities 1, 2 and 3.</p> <ul style="list-style-type: none"> <li>• Employment Preference Assessment – See <a href="#">Appendix B</a></li> </ul> <p>4. Analyzing: Using local employment adds, compare as needed, part-time, and full-time positions and discuss the benefits of each</p> <p>5. Creating: Have students create a 1-minute video interviewing a person or people, asking the question, “Besides needing money, why do you work?”</p> <p>Have the students show their videos. While the videos are being shown all students should take notes on why the person works (example: relationships, good food, pot lucks, fun, insurance benefits, avoiding depression, etc.) This activity can lead into the next level: evaluation.</p> <p>6. Evaluating: From #5 Creating – Use the videos to collect data. Evaluate and draw conclusions from the answers on the videos. Use Venn diagrams and bar graphs to show differences and commonalities.</p>

Lesson Plan modified from:

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Lessons for Living, Learning, and Working Unit 4: Kominek, K., and Mulder, A.



## Appendix A

Name \_\_\_\_\_

### Evaluate Job Opportunities

Using different search engines find three jobs that you could apply for. Please fill in the table for each job.

	Job 1	Job 2	Job 3
Name of Business			
Job Duties			
Wage			
Location			
Dress Code			
How Does One Apply?			
Hours Needed?			
Part-time or Full-time?			

What search engines did you use:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Appendix B

Name \_\_\_\_\_

### Employment Preference Assessment

Directions:

1. Read the business type listed and indicate yes or no if you would like to work in the area.
2. Write a reason as to why you would or would not want to work in that field. For example, you may not want to work in animal care because you don't like other people's animals, or you may not want to work in landscape because you hate hot weather and have allergies, or you may want to work in fast food because you enjoy people and like to stay busy.
3. In the Yes or No column rank your top 5 yes business types (1-5, 1 being your top choice of business to work at)

Business type	Yes or No	Reason
Animal care (veterinary clinic, human society, pet store)		
Automotive (gas station, car wash, maintenance)		
Beauty (hair salon, manicurist, nail technician, spa worker)		
Childcare		
Clerical or office work		
Education		
Entertainment (museum, movie theater, Pavilion, arena, fairs)		
Farming and agriculture		
Fast food (Arby's, Burger King, Culver's, Dairy Queen)		
Healthcare (nursing assistant, hospital worker, nursing home)		
Landscape (mowing lawns, pulling weeds, yard care)		
Outdoor recreation (golf course, pool, park)		
Restaurant (Perkin's, Red Lobster, Applebee's)		
Retail stores (sporting goods, clothing store, Walmart)		