

Vocational Connections

Unit 5: The Road to Employment

Unit Overview:

Unit 5 helps to prepare students for the workplace. Students will explore their work-related skills and the talents that they have to offer to a workplace. Students will learn specific steps that are necessary for entering the workplace including building their resumes and portfolios, as well as completing applications and preparing for interviews.

Topics Covered:

The 5 main steps to getting a job

Resume building

Creating my portfolio

Completing applications

Preparing for Interviews

Target Outcomes:

At the completion of unit 5, students will have a better understanding of the steps it takes to getting a job. These steps include understanding the content that is included on a resume and knowing the documents and artifacts that go into a binder and/or an online portfolio. Students will know how to fill out applications, both in paper copy and online forms, and how to prepare for interviews. Students will complete the unit with a system set in place to help prepare them for getting a job.

Lesson 1: Part 1 and 2 Overview

Unit 5

Journey to a Job

This lesson introduces students to the 5 major steps to preparing for and obtaining a job.



Students participating in this lesson will learn:

1. that in life, there are always steps and processes that need to be completed in order to get to the end result.
2. the five major steps to get getting a job



Students will be able to:

1. describe the components of each of the five steps to getting a job.
2. discuss where they are in the process of getting a job and the next steps to continuing on the journey of getting a job.



Target Outcome:

1. Students will understand that there are five major steps to getting a job and that it is important to complete the components of each step.



Measurable Outcome:

1. Students will be able to identify the five major steps for getting a job and be able to describe where they are in the process.

Lesson 1: Part 1

Unit 5

Where Do I Start?

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1.c</p>	<p>Reading 11-12.7</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4, 5,6,7,8</p>	<p>2- 1, 2, 3, 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)</p>	<p>3b 1, 3</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. “Taking a Trip” Activity 5:1.1 2. Chart paper (optional) 				
<p>Lesson Details</p>	<p>Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking students to imagine that they are going on a trip. <i>ASK: Where would you go? Why?</i> 2. Explain that you can’t just get up and leave for your trip without some planning ahead of time or else you might not be prepared for everything the trip will include. <p>Lesson Activity:</p> <ol style="list-style-type: none"> 1. Provide each student with the “Taking a Trip” Activity 5:1.1 sheet. 2. Explain that you want them to think about everything that they would need to do before heading out on their trip. (deciding how long to stay, packing their bags, planning out their transportation...etc.) 3. Work as a whole group, in partners, or as individuals to complete the activity sheet. 				

Lesson 1: Part 1 (continued)

Unit 5

Where Do I Start?

**Lesson
Details**

Lesson Reflection:

1. After students have come up with a comprehensive list, bring the group back together (if working in partners or individually). Option: Create a master list on **chart paper** with a **marker** of all the steps you would take in order to take a trip.
2. Use the following prompts to engage students in discussion:
 - *Why is it important to plan out all of the things you must do in order to go on a trip?*
 - *What would happen if you tried to skip a step?*
 - *What would happen if you weren't organized in your planning?*
 - *What would happen if you did the steps in a different order? Are there some steps the **HAVE** to happen first/last?*

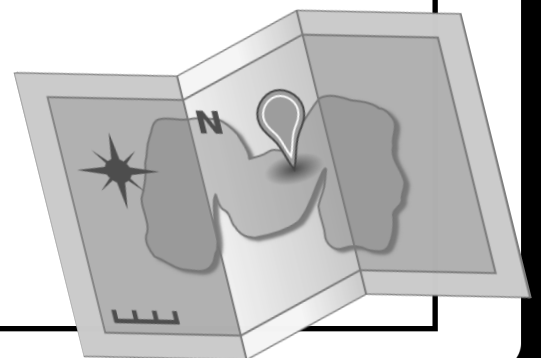
Where Do I Start?

Activity 5:1.1

Taking a Trip



Pretend that you are planning a trip. Think about all of the things that you would need to do in order to get ready for your trip. Write down as many things as you can think of below.



Lesson 1: Part 2

Unit 5

The 5 Steps to Getting a Job

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1.c</p>	<p>Speaking & Listening 11-12.1.c</p>	<p>Reading 11-12.7</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.6</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 2 (Also available in PDF) 2. “Journey to a Job” Activity 5:1.2 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slides 2. 2. Make enough copies of Activity 5:1.2 as needed. 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Review the activity of planning for a trip in part 1 of this lesson. 2. Compare planning a trip to the steps to getting a job. Explain that in order to get a job, there are several tasks that need to be done in order to get to their destination (a job!). <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Provide each student with the “Journey to a Job” Activity 5:1.2 sheet, while displaying PPT/PDF slide 2. 2. Begin discussing each step toward finding a job. Explain that, in general the steps are followed in the order shown, however they may need to return to different steps again and again as they go through the job search process. Use the prompts and explanations of each step on the following page to facilitate discussion about each step. Students can follow along with their activity sheet. 				



Lesson 1: Part 2 (continued)

Unit 5

The 5 Steps to Getting a Job

Lesson Details



STEP ONE: ASSESS

- Explain that for each job that they apply for, it is important to think about the skills that they have that might help them with that particular job. In unit 4, lesson 2, students looked at several job descriptions and the skills that might be required for each job. Explain that assessing your skills is an ongoing process that students will come back to again and again.

STEP TWO: SEARCH

- In unit 4, students also explored jobs available in their community. Have students recall some of those jobs and others that they are interested in.
- ASK: *Where are some places you could look to find out about what jobs are available in your community?*

STEP THREE: PREPARE

- Explain that once you identify a job that you think will be a good fit, you will need to prepare for the job by filling out a job application, creating a cover letter and resume and updating your portfolio. Later in this unit, students will create a portfolio.
- ASK: *Has anyone heard of a cover letter, resume, or portfolio before? What are they? What are they used for?*
- Allow students to share any prior knowledge that they have on portfolios, cover letters and resumes.

STEP FOUR: CONTACT

- The contact step is where the student will actually send in their applications, make follow-up phone calls, and set up interviews.

STEP FIVE: INTERVIEW

- ASK: *What types of things do you think happen in an interview? Does the idea of going to an interview make you nervous? Why or why not?*

Lesson 1: Part 2 (continued)

Unit 5

The 5 Steps to Getting a Job

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Which step do you think will be/has been the most challenging? Why?*
 - *Why is it a good idea to take your time with each step?*
 - *Are there parts of the journey that you have already done/ begun to think about? If so, which ones?*

**Lesson
Details**



The 5 Steps to Getting a Job

Activity 5:1.2

Journey to a Job



Begin Working!

STEP 4: Contact

- Send in applications
- Make phone calls
- Set up interviews

STEP 5: Interview

- Meet with potential employers
- Ask/answer questions

STEP 3: Prepare

- Complete applications
- Create cover letters and resumes
- Create and update portfolio

STEP 2: Search

- Use community resources to find available jobs

STEP 1: Assess

What work skills do I have?
What types of jobs interest me?

Lesson 1:

Unit 5

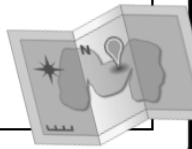
Instructor Notes and Suggestions

The following activity sheets will be used in lesson 1:

Where Do I Start?
Activity 5:1.1

Taking a Trip

Pretend that you are planning a trip. Think about all of the things that you would need to do in order to get ready for your trip. Write down as many things as you can think of below.



Students will use this sheet to brainstorm steps that they would take in order to get a job.

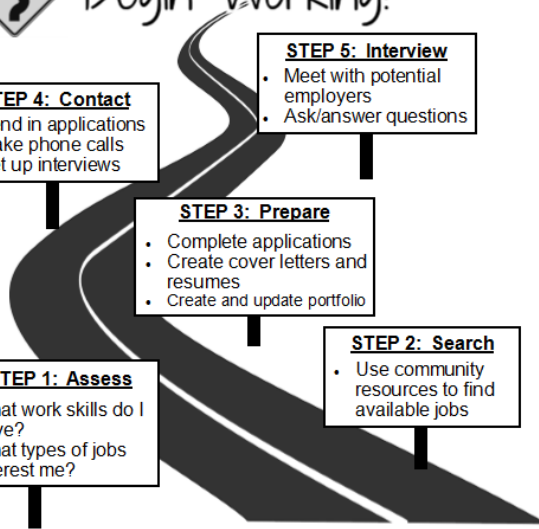
Students will use this sheet as a reference throughout this unit. You may want them to keep it in a safe place in the classroom for easy access.

The 5 Steps to Getting a Job

Activity 5:1.2

Journey to a Job

Begin Working!



- STEP 1: Assess**
What work skills do I have?
What types of jobs interest me?
- STEP 2: Search**
Use community resources to find available jobs
- STEP 3: Prepare**
 - Complete applications
 - Create cover letters and resumes
 - Create and update portfolio
- STEP 4: Contact**
 - Send in applications
 - Make phone calls
 - Set up interviews
- STEP 5: Interview**
 - Meet with potential employers
 - Ask/answer questions

Lesson 2: Part 1 and 2 Overview

Unit 5

Building My Resume

This lesson introduces students to what a resume is and the types of content that is placed on a resume.



Students participating in this lesson will learn:

1. the importance of a resume and why it needs to be brief and impactful.
2. how to identify their strengths, skills, and history to capture for the resume.
3. effective writing style, content, and structure for a resume.



Students will be able to:

1. understand the key parts of a resume.
2. identify information that belongs in each section of a resume.
3. critically evaluate an ineffective resume.
4. begin drafting their own resume.



Target Outcome:

1. Students will be able to describe the purpose of a resume and learn what they should include on their own personal resume.



Measurable Outcome:

1. Students will be able to complete a pocket resume that contains appropriate content that could then be transferred to their professional resume.
2. Students will be able to complete a draft resume that contains appropriate content and demonstrates visually effective formatting. *(optional)*

Lesson 2: Part 1

Unit 5

What Are My Skills?

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1.c</p>	<p>Reading 11-12.1 11-12.5</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.1a 11-12.2b 11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4</p>	<p>2- 1, 2, 3, 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)</p>	<p>3b 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 2-8 (Also available in PDF) 2. Access to the Internet 3. “Personal Vs. Work-Related Skills” Activity 5:2.1 4. “My 30 Second Commercial:” Activity 5:2.2 5. “My Recommendations” Activity 5:2.3 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Display PPT/PDF 2 to review the 5 “Journey to a Job” steps. Explain to students that today you are going to assess their skills (step 1). 2. Pass out “Personal Vs. Work-Related Skills” Activity 5:2.1 to each student. 3. ASK: “<i>What are some things that you feel you are really good at? How would your teachers, friends, family, and others describe you?</i>” 4. Have students make a list of all of the things they feel they are good at using Activity 5:2.1 sheet. Accept all responses at this point. 5. Next, display PPT/PDF slide 3 to the students. Use this slide to define a <u>personal skill</u>. Explain that a personal skill is something that you can do well in an area of interest. For example, they may be a good dancer, singer, or sketch artist. 				

Lesson 2: Part 1 (continued)

Unit 5

What Are My Skills?

Lesson Details

5. Next display **PPT/PDF slide 4** to the students. Use this slide to define a work-related skill. Explain that a work-related skill is something you do well that will help you do your job better. For example, being a good cook would help you if you worked in a restaurant, or being a good listener would be a good skill to have if you worked at a job where you dealt with customers directly.
6. Have students look back through their list on Activity 5:2.1. Have students *circle* anything from their list that they think would be a personal skill. Then, have them *underline* anything from their list that they think could be a work-related skill. Assist as needed. Help students to understand why a skill may be personal vs. work-related. For example, even though someone may be a great singer, this skill will not help them if they worked in a kitchen of a restaurant.
7. If a student doesn't have any work-related skills listed to underline, help him/her come up with a few. (ex. friendly, responsible, good listener...etc)
8. After students have identified their work-related skills, have them brainstorm a list of job careers on the back of their activity sheet that might be a good fit for them based on their skills.
9. Also, review the job search resources that students first explored in unit 4 using the web organizer on the bottom of their activity sheet. Review how students could use these resources to search for potential jobs (step 2 of the "Journey to a Job" process.) (Tip: If you did not have your students complete the workbook activity in lesson 2, part 1 of unit 4, you may want to have them do that activity now in order to complete the "Search" step. If you did already complete the activity, have students refer back to the process that they went through of reading about each job.)

Lesson 2: Part 1 (continued)

Unit 5

What Are My Skills?

Lesson Details

Lesson Activity:

1. Next, tell students that you are going to watch two commercials. Watch each one together. If using the PPT, you will only need to click on the image on the slide. If using a computer, you will need to visit the following YouTube sites:
Commercial 1: <https://www.youtube.com/watch?v=-5iYFNKYcgo>
Commercial 2: <https://www.youtube.com/watch?v=7L21EKPekUM>
2. View the commercials on **PPT/PDF slides 5-6**. You may choose to have them watch the commercial once, and then watch it a second time and ask them to pay attention to the words the commercial uses to describe the product or service. Discuss each commercial.
3. **ASK:** *What was the commercial trying to sell? What parts of the commercial caught your attention most?*
4. Explain that commercials are made to help convince us to want to buy a product, or visit a certain place. The commercial has to catch our attention in order to convince us in about 30 seconds or less to buy whatever it is the commercial is selling. Since there is only a short amount of time, commercials must use their words wisely to include information about the product, telling us the best things about owning that product, or visiting a place.
5. Tell the students that applying for a job is like making a commercial for themselves. They must share only the best information about themselves that they think will help convince someone to give them a job.
6. Provide students with the **“My 30 Second Commercial” Activity 5:2.2 sheet**. They will also want to have their “Personal vs. Work-Related Skills” Activity 5:2.1 sheet from earlier for reference.
7. Display the example on **PPT/PDF slide 7**.
8. **ASK:** *If this were a commercial, what would you learn/ think about this person based on the information given?*
9. Have students read the fill-in-the-blank section of Activity 5:2.2. Have them refer back to their Activity 5:2.1 sheet.

Lesson 2: Part 1 (continued)

Unit 5

What Are My Skills?

Lesson Details

10. Explain that you want them to use the work-related skills that they listed earlier on the Activity 5:2.1 sheet to help them create their “30 second commercial.” Students can add additional skills that were not initially included on their Activity 5:2.1 sheet if needed.

11. Assist each student in creating their “commercial.”

12. When students have completed the Activity 5:2.2 sheet, have them practice reading their “commercial” as if they were on TV trying to convince someone to hire them. You may want to model this first using the example on the PPT/PDF.

Place activity 5:2.2 in a safe place for use in part 2 of this lesson

Lesson Reflection:

1. Explain that now that they have created their “30 second commercial” about themselves, they are going to take it a step further and see what others have to say about them.
2. ASK: *What is a recommendation?*
3. Explain that we will often buy a certain product or go to a certain place, such as a restaurant, if someone we know and trust recommends it. Explain that sometimes when applying for a job, employers want to hear what other people have to say about you.
4. Provide each student with the “**My Recommendations**” **Activity 5:2.3 sheet**. Explain that on this sheet they will collect recommendations and quotes from people they know to help the potential employer know more about them. Explain that later on, they may want to ask one of these people to write them a recommendation letter for a job, or to be a reference for a potential employer to contact.
5. Display **PPT/PDF slide 8**. Use this slide to show examples of information that could be placed on their recommendation sheet.
6. Tell the students that you would like them to take their sheet home and ask teachers, pastors, neighbors, and/or other adults that know them well to write down their recommendations on the sheet. Give students several days to complete their recommendation sheet.

When complete, the recommendation sheet should be kept in a safe place for later use in their portfolio

What Are My Skills?

Activity 5:2.1

Personal vs. Work-Related Skills



Think about what you are good at. What are your talents? What positive things do others say about you? List them in the chart below.

I am good at...

Activity 5:2.1 (continued)

Now that you have thought about your work-related skills, what jobs do you think you would be good at?

Friends and Family Search



Newspaper Search



Job Search Resources

Online Search



Community Search



What Are My Skills?

Activity 5:2.2

My 30 Second Commercial



It's time to advertise YOURSELF. Fill in the blanks below to tell others what you have to offer.



Hi! My name is _____.

You've never met anyone like me! I am _____

You can count on me to _____

If you're looking for someone who can _____

_____,'

than I'm the one for you!

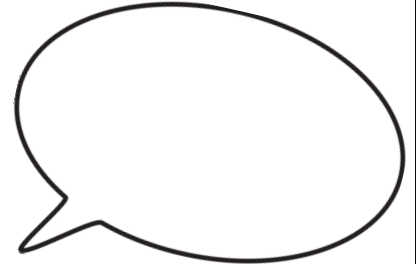
What Are My Skills?

Activity 5:2.3

My Recommendations



The following quotes were written by my teachers and other adults who are familiar with my skills, behaviors, and attitudes.



Name/Relationship	Recommendation Quote:

Lesson 2: Part 2

Unit 5

Resume and Cover Letter Writing

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1.c</p>	<p>Reading 11-12.1 11-12.5</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.1a 11-12.2b 11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4</p>	<p>2- 1, 2, 3, 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)</p>	<p>3b 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 9-17 (Also available in PDF) 2. Sample Resumes (see Instructor Preparation note #4 below for details) 3. "The Pocket Resume" (available for download here: http://dlr.sd.gov/lmic/pdfs_and_other_files/pocket_resume.pdf) 4. "A Look at Cover Letters" Activity 5:2.4 5. Suggested Materials: "My 30 Second Commercial:" Activity 5:2.2 (from lesson 2, part 1) 6. Personal computers for each student <ol style="list-style-type: none"> 1. Preview PPT/PDF slides 9-17. 2. Download and print out the pocket resume for each student. 3. Make enough copies of the Activity sheet 5:2.4 as needed. 4. Arrange for personal computers. Part of this lesson will be looking at the different sections of a resume. This can be done by looking at hardcopies of resumes or by looking at some available online. You may want to have the following link already bookmarked on each computer for easy access: http://www.careeronestop.org/ResumeGuide/MoreSampleResumes.aspx (You can also print these resumes out to view as hardcopies.) 				

Lesson 2: Part 2 (continued)

Unit 5

Resume and Cover Letter Writing

Lesson Details

Lesson Introduction:

1. Display **PPT/PDF slide 9** to once again display the 5 steps to getting a job. Explain that they have assessed their work skills (step 1), thought about possible jobs in their community (step 2), and now they will be moving on to step 3: Prepare.
2. View **PPT/PDF slides 10-15**. Begin the lesson by looking through several different pictures. As you go through each slide, invite students to say the first things that come to their mind when they see the image. As students say what they are thinking, ask them to explain what about the photo makes them think that.
3. After looking through each photo, explain that as they looked through each image, they were creating first impressions. Use **PPT/PDF slide 16** to explain what a first impression is.
4. Hand back to each student the **Activity 5:2.2 sheet** that students completed in lesson 2, part 1. Have each student read back through their “30 Second Commercial.”
2. Explain that their commercial is how they will want their future employer to view them. The first step to doing that is to make a great first impression through a resume.
3. Display **PPT/PDF slide 17**. Use this slide to explain what a resume is.

Lesson Activity (Part 1):

1. At this point in the lesson, you will either want to provide the students with printed out copies of the sample resumes available at <http://www.careeronestop.org/ResumeGuide/MoreSampleResumes.aspx> or have students actually go on the website themselves using **personal computers**.
2. Together, look over the different sections of the resume. Point out that each resume is unique depending on the person and the job that is being applied for. Compare the different resumes.

Lesson 2: Part 2 (continued)

Unit 5

Resume and Cover Letter Writing

Lesson Details

Lesson Activity (Part 2):

1. Provide each student with the **“Pocket Resume” printable**. Explain that as students begin the job search, the information that they include on their resume may vary depending on the job that they are applying for. Explain that they will want to include information on their resume that highlights the skills that are applicable to specific jobs.
2. Explain that their pocket resume is a collection of all their skills, abilities, awards, activities, and educational credentials. As they craft their resume for a specific job, they can pick and choose which information they need.
3. Assist students in completing their pocket resume with their personal information. Students may want to refer to their **“Personal Vs. Work-Related Skills” Activity 5:2.1** and their **“My 30 Second Commercial:” Activity 5:2.2 sheets** from part 1 to help them get started.
4. Remind students that this pocket resume is a reference that will be used when they are ready to write their actual resume that can be handed to potential employers.

Lesson Activity (Part 3): Optional

(If your students are not ready to write their own resume yet, save this part for another time.)

1. Provide each student with a **personal computer** (if they don't already have one from the lesson introduction). In this portion of the lesson, students will begin to create their own resume. Explain to students that resumes are ever changing as they have new experiences. There are several different resume templates to choose from both online and through Microsoft Word. Choose a template that will work best for your students.
2. Guide students in filling out the template by entering in the correct information in for each section. It might be helpful to have students choose a job interest to write this resume for. Students will begin using the information from their pocket resume. Assist as needed.

Lesson 2: Part 2 (continued)

Unit 5

Resume and Cover Letter Writing

Lesson Details

Lesson Activity (Part 4):

1. Provide each student with the “**A Look at Cover Letters**” **Activity 5:2.4**
2. In the final part of this lesson, explain that along with a resume, applicants will often include a cover letter with their resume. Explain that a cover letter briefly introduces the applicant to the potential employer and discusses the position that they are applying for.
3. Together, read the example cover letter on the activity sheet.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Now that you’ve begun to think about your resume and cover letter, how do you think your “first impression” is looking?*
 - *What are some things you can do to improve your first impression (ex. increase volunteer opportunities related to a job interest)*

Note to Instructor:

The following resources are available to assist your students in creating resumes and cover letters. Use each resource as it is appropriate and needed:

<http://www.careeronestop.org/ResumeGuide/MoreSampleResumes.aspx> (this resource is already mentioned within the lesson)

<https://www.cover-letter-now.com/builder/howitworks.aspx>

<https://www.myperfectcoverletter.com/>

What Are My Skills?

Activity 5:2.4

A Look at Cover Letters



Read the example cover letter below to get an idea of what a cover letter looks like.

Jennifer Smith
123 Main Street, Anywhere NY, 12345
(555) 555-5555, Jennifer.Smith@email.com

December 10, 2015

Joseph Thomas
Human Resources
Thomas Warehouses Inc,
456 East Ave, Anywhere NY, 12345

Dear Mr. Thomas

I was excited to see your opening for an Administrative Assistant on the Monster.com job website. I am confident that my background and abilities are an excellent match for the job.

I firmly believe that I can make a positive contribution to your company and I have enclosed my resume to provide more information on my skills and experience. I would welcome the opportunity to meet with you for an in-depth discussion and I will make myself available at your first convenience.

Thank you for your review and consideration. I look forward to hearing from you soon.

Sincerely,
Jennifer Smith

Your name, address, and contact information is included at the top of the letter.

Include the date that the letter is written on.

Include the name and business address of the person receiving your resume and cover letter.

Your letter should briefly describe the job you are applying for and express your interest in the position.

Lesson 2:

Unit 5

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 2:

What Are My Skills?
Activity 5:2.4

A Look at Cover Letters

Read the example cover letter below to get an idea of what a cover letter looks like.

Jennifer Smith
123 Main Street, Anywhere NY, 12345
(555) 555-5555, Jennifer.Smith@email.com

December 10, 2015

Joseph Thomas
Human Resources
Thomas Warehouses Inc.
456 East Ave, Anywhere NY, 12345

Dear Mr. Thomas

I was excited to see your opening for an Administrative Assistant on the Monster.com job website. I am confident that my background and abilities are an excellent match for the job.

I firmly believe that I can make a positive contribution to your company and I have enclosed my resume to provide more information on my skills and experience. I would welcome the opportunity to meet with you for an in-depth discussion and I will make myself available at your first convenience.

Thank you for your review and consideration. I look forward to hearing from you soon.

Sincerely,
Jennifer Smith

Your name, address, and contact information is included at the top of the letter.

Include the date that the letter is written on.

Include the name and business address of the person receiving your resume and cover letter.

Your letter should briefly describe the job you are applying for and express your interest in the position.

Students will use this sheet as a reference for how to write a cover letter. When/if students need to write a cover letter, they can refer to this format.

Lesson 3: Part 1 and 2 Overview

Unit 5

Creating My Portfolio

This lesson introduces students to what a portfolio is and the components of their own portfolio.



Students participating in this lesson will learn:

1. the benefits of a professional portfolio.
2. about the types of professional portfolios.
3. what documents are included in a professional portfolio.
4. how to structure a portfolio.
5. how to create a binder portfolio.
6. how to create an online portfolio.



Students will be able to:

1. gather the appropriate materials for their portfolio.
2. organize the materials for their portfolio.
3. create a binder portfolio.
4. create an online portfolio.



Target Outcome:

1. Students will have the beginnings of an online portfolio and/or a binder portfolio to which they can add more materials as appropriate.



Measurable Outcome:

1. Students will have an online and/or binder portfolio begun and ready to add more materials to as they gain more credentials and experience.

Lesson 3: Part 1

Unit 5

What is a Portfolio and What Goes in It?

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1a 11-12.5</p>	<p>Reading</p>	<p>Writing 11-12.4 11-12.5 11-12.6</p>	<p>Language 11-12.2b 11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4, 5, 6, 7, 8</p>		<p>3b 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 18-19 (Also available in PDF) 2. 1 post-it note for each student 3. Sample binder (hardcopy) portfolio 4. “Parts of a Portfolio” Activity 5:3.1 				
<p>Lesson Details</p>	<p>Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Preview PPT/PDF slides 18-19. 2. Collect 1 post-it note for each student. 3. Obtain a sample portfolio. This could be your own personal professional portfolio, or a colleague’s portfolio. Having more than one portfolio to show as an example may be helpful. 4. Make enough copies of Activity 5:3.1 as needed. <p>Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by displaying the sample portfolio. At this point, just briefly thumb through the pages without giving much details about the content of the portfolio. 2. Display PPT/PDF slide 18 to explain what a portfolio is. 3. Provide each student with one post-it note. 4. Invite students to write one thing that they think would go inside a portfolio. 5. Have each student share what they wrote down on their post-it note and then place the post-it note somewhere on a board or wall in your classroom. Group together any post-its that have similar ideas together. 6. Now, go back to the sample portfolio and share more details about what is inside (resume, certificates, recommendation letters...etc). 				

Lesson 3: Part 1 (continued)

Unit 5

What Is a Portfolio and What Goes in It?

Lesson Details

Lesson Activity

1. Provide each student with the “**Parts of a Portfolio**” **Activity 5:3.1 sheet**.
2. Go through each part of the portfolio using the sheet. Talk through each component.
3. Next, display **PPT/PDF slide 19**. Explain that there are two main types of portfolios: a binder portfolio (which is the sample you showed them) and an online portfolio. Click on the image of the computer to view a sample online portfolio or visit the following site:
<http://www.opresume.com/>
4. Explain that sometimes people will create online portfolios to show potential employers. Click on the “examples” tab across the top of the site. Look through several samples to show how an online portfolio could be set up.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *What are the benefits of using a binder portfolio?*
 - *What are the benefits of using an online portfolio?*
 - *Why is it important to constantly update your portfolio?*

Note: If your students are at the point where they are ready to begin creating their own portfolio, either in binder form or online, students will need to begin bringing in content for their portfolio including resumes, certificates, proof of volunteer work, and any other work samples or documents that showcase their skills, talents, and abilities as outlined in Activity 5:3.1.

What Is a Portfolio and What Goes in It?

Activity 5:3.1

Parts of a Portfolio



Work-Related Materials

- Resume
- Letters of recommendation
- Personal references
- Career assessments
- Past reviews or evaluations from former jobs
- Work samples from previous or current jobs

Education-Related Materials

- Proof of trainings or workshops you have attended
- Certificate of degrees
- Awards you have received
- Academic or honors
- Transcripts
- Writing samples

Activities and Volunteer Work

- Evidence of volunteer work (photographs, samples)
- Proof of community service projects
- Proof of non-profit and charity work

Personal

- Writing samples to showcase writing skills
- Research project samples
- Evidence of a special skill (computer skills, communication skills such as knowing a foreign language)

Lesson 3: Part 2

Unit 5

Gathering Materials for My Portfolio

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1a 11-12.5</p>	<p>Reading</p>	<p>Writing 11-12.4 11-12.5 11-12.6</p>	<p>Language 11-12.2b 11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4, 5, 6, 7, 8</p>		<p>3b 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<p>1. “My Portfolio Checklist” Activity 5:3.2 <u>If having students complete a binder portfolio:</u></p> <ol style="list-style-type: none"> Binder for each student Four or more page dividers per student Page protectors (several for each student as needed) Important documents to be placed in the portfolios <p><u>If having students complete an online portfolio:</u></p> <ol style="list-style-type: none"> Access to personal computers Digital copies of important documents to be placed in portfolios 				
<p>Lesson Details</p>	<p>1. Determine which type of portfolio your students will be creating and gather the appropriate resources needed as described above. You will want to advise your students ahead of time that they will be needing certain resources for their portfolio so that they have time to collect them and bring them in to class for this lesson.</p> <p>2. If students will be creating online portfolios, you will need to choose an online portfolio service that will work best for your students (your district might have a subscription already set in place for online portfolios).</p> <p>3. Make enough copies of Activity 5:3.2 as needed.</p>				
	<p>Lesson Introduction:</p> <ol style="list-style-type: none"> Begin the lesson by explaining to students that they are going to begin to put together their portfolio. Indicate which type of portfolio they will be creating (either online or binder). If possible, show students an example of one. Provide students with the “My Portfolio Checklist” Activity 5:3.2 sheet. Together as class, read through the possible documents and artifacts they can include. 				

Lesson 3: Part 2 (continued)

Unit 5

Gathering Materials for My Portfolio

Lesson Details



3. Help students to complete their checklist and determine where they might be able to find all the necessary documents or artifacts. Be sure to clarify to students that they may not have something for every category, and that is OK. Remind students that adding to and revising their portfolio is an on-going process.

NOTE: The activity for this lesson may need to be done on a separate day in order to give students time to collect their documents and artifacts to bring into class.

Lesson Activity

1. At this point in the lesson, the instruction for each of your students will need to be individualized depending on which documents and artifacts each student will be including in their portfolio, whether it be an online or binder portfolio.
2. Students will use this checklist as a guide when they actually organize their portfolio. Once their checklist has been completed, students can begin creating their portfolio.
3. If creating a binder portfolio, students will need a **binder** and at least **4 page dividers** and **several page protectors** to assemble their portfolio.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *How well do you think you are representing yourself through your portfolio?*
 - *Are there things that you would like to add to make your portfolio more complete?*
 - *Which parts of your portfolio are you most proud of?*

Gathering Materials for My Portfolio

Activity 5:3.2



My Portfolio Checklist



Think about the things you will include in each section of your portfolio. Use this checklist to help you get organized. Once you've gathered the document or artifact, check it off your list.

Work-Related Materials

<input checked="" type="checkbox"/>	Document or Artifact to Include in Your Portfolio
<input type="checkbox"/>	Resume
<input type="checkbox"/>	Letters of recommendation <i>I have letters from:</i>
<input type="checkbox"/>	Personal references <i>People I have asked to be a reference for me:</i>
<input type="checkbox"/>	Career assessments (If appropriate)
<input type="checkbox"/>	Past reviews or evaluations
<input type="checkbox"/>	Work samples from previous or current jobs <i>I would like to include the following work samples:</i>

Activity 5:3.2 (continued)

Education-Related Materials

✓	Document or Artifact to Include in Your Portfolio
	Proof of trainings or workshops I attended <i>I'd like to include documents for the following trainings/ workshops:</i>
	Certificates or Degrees <i>These are the certificates of degrees I'd like to include:</i>
	Awards or honors I have received <i>These are the awards or honors I'd like to include:</i>
	Transcripts
	Writing samples <i>I would like to include the following work samples:</i>

Activity 5:3.2 (continued)

Activities and Volunteer Work

✓	Document or Artifact to Include in Your Portfolio
	Evidence of volunteer work <i>Photographs or other artifacts I'd like to include:</i>
	Proof of community service projects <i>I want to include:</i>
	Proof of non-profit and charity work <i>I want to include:</i>

Activity 5:3.2 (continued)

Personal

✓	Document or Artifact to Include in Your Portfolio
	Writing samples to showcase writing skills <i>Samples I'd like to include:</i>
	Research project samples <i>Samples I'd like to include:</i>
	Evidence of a special skill (computer skills, communication skills such as knowing a foreign language) <i>Evidence I want to include:</i>

Lesson 3:


Unit 5

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 3:

What Is a Portfolio and What Goes in It?
Activity 5:3.1

Parts of a Portfolio



Work-Related Materials

- Resume
- Letters of recommendation
- Personal references
- Career assessments
- Past reviews or evaluations from former jobs
- Work samples from previous or current jobs

Education-Related Materials

- Proof of trainings or workshops you have attended
- Certificate of degrees
- Awards you have received
- Academic or honors
- Transcripts
- Writing samples

Activities and Volunteer Work

- Evidence of volunteer work (photographs, samples)
- Proof of community service projects
- Proof of non-profit and charity work

Personal

- Writing samples to showcase writing skills
- Research project samples
- Evidence of a special skill (computer skills, communication skills such as knowing a foreign language)

Students can reference this sheet when thinking about which items to include in their portfolio.

Activity 5:3.2 (cc)

Education-Related

<input checked="" type="checkbox"/>	Docume
	Proof of trainings or workshops you have attended

Activity 5:3.2 (continued)

Personal

<input checked="" type="checkbox"/>	Document or Artifact to Include in Your Portfolio
	Writing samples to showcase writing skills <i>Samples I'd like to include:</i>
	Research project samples <i>Samples I'd like to include:</i>

Students will use this checklist resource to keep track of which materials they need to collect and add to their portfolio.

Activity 5:3.2 (continued)

Activities and Volunteer Work

<input checked="" type="checkbox"/>	Document or Artifact to Include in Your Portfolio
	Evidence of volunteer work <i>Photographs or other artifacts I'd like to include:</i>
	Proof of community service projects <i>I want to include:</i>
	Proof of non-profit and charity work <i>I want to include:</i>

Gathering Materials for My Portfolio
Activity 5:3.2

My Portfolio Checklist

Think about the things you will include in each section of your portfolio. Use this checklist to help you get organized. Once you've gathered the document or artifact, check it off your list.

Work-Related Materials

<input checked="" type="checkbox"/>	Document or Artifact to Include in Your Portfolio
	Resume
	Letters of recommendation <i>I have letters from:</i>
	Personal references <i>People I have asked to be a reference for me:</i>
	Career assessments (If appropriate)
	Past reviews or evaluations
	Work samples from previous or current jobs <i>I would like to include the following work samples:</i>

Lesson 4: Part 1 and 2 Overview

Unit 5

Completing Applications

This lesson introduces students to the different components of an application and helps them to understand how to fill one out.



Students participating in this lesson will learn:

1. different types of employment applications.
2. the components of an application and key terms that are used on an application.
3. how to access applications in their community and online.



Students will be able to:

1. recognize an employment application and understand that all applications are not exactly the same.
2. define key terms that appear on most job applications.
3. identify the main parts of an application.
4. find applications both within their community and online.



Target Outcome:

1. Students will have an understanding of how to fill out paper copy and online applications.



Measurable Outcome:

1. Students will be able to describe the parts of an application and the information that should be included in each section.
2. Students will also be able to navigate through an online application.

Lesson 4: Part 1

Unit 5

Learning the Parts of an Application

ELA/CDOS Standards	ELA	Speaking & Listening 11-12.1a	Reading	Writing 11-12.4	Language 11-12.1a,b 11-12.2b 11-12.6
Lesson Materials	CDOS	2- 1, 2 3a 1, 2, 3, 4,		3b 1, 2, 3, 4, 5, 6 (AH)	2- 1, 2 3a 1 3b 1 (AH)
Instructor Preparation	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slide 20 (Also available in PDF) 2. McDonalds Job application 3. Highlighter for each student 4. Several job applications from a variety of businesses and companies 				
Lesson Details	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Display PPT/PDF slide 20. Use this slide to review the different steps to getting a job. Review steps 1-3 and discuss how they are already working on these steps. Emphasize the “complete applications” portion of step 3. 2. Explain that in today’s lesson, they are going to look at different applications and learn about what information is needed to complete an application. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Provide each student with a sample McDonalds Application. Have the students preview the application. 2. <u>ASK</u>: <i>What is the purpose of an application?</i> 3. Explain that applications are a way for the employer to get a first look at who you are as a potential employee and to see if you would be a good fit for their company. Explain that applications give the employer basic information about you, the applicant. 				

Lesson 4: Part 1 (continued)

Unit 5

Learning the Parts of an Application

Lesson Details



4. Explain that every application is different, but most applications contain similar sections.
5. Provide each student with a **highlighter**. Explain that the students are going to highlight important application language that they will need to know when filling out an application. If appropriate, and students are able, you can have them actually fill out the application as you discuss its components.
6. First, read the top section of the application asking for basic employee information (name, phone number, address, email...etc.). Explain that students will include this information for any application they fill out.
7. Next, have students highlight the word **AVAILABILITY**. Discuss this section and point out that they will need to decide which days they will be able/willing to work and for how long on each day. Explain that they will not be guaranteed those hours, but employers take their availability into consideration when hiring. Stress the importance of being truthful on the application. For example, students should not indicate that they are available on Sundays if they can't work on that day.
8. Next, have students highlight the words **EMPLOYMENT HISTORY**. Explain that if they do not have any prior work experience, they will leave this section blank. If they have had a job before, they will include that information here.
9. Next, have students highlight the words **SCHOOL MOST RECENTLY ATTENDED**. Since students are currently completing school, they can indicate which grade they are in or special programs/certifications completed.
10. Next, have students highlight the words **US MILITARY**. This section will most likely not apply to your students and therefore, they will leave this section blank.

Lesson 4: Part 1 (continued)

Unit 5

Learning the Parts of an Application

Lesson Details

11. Next, have students highlight the word **GENERAL**. Explain that they will include any experience that they have had that is related to the job. For example, if the student had experience volunteering in any kind of food service, that could be important information to include in a job application for McDonalds
12. Point out the **RACE/ETHNICITY** section of the application. Explain that this section is voluntary and does not have to be filled out if the employee is uncomfortable sharing that information. If a student would like to include this information, help him/her understand which sections to complete.
13. Finally, view the information regarding **CRIMINAL HISTORY**. Explain that employers require future employees to disclose *some* information about their criminal history. If a person has had no criminal history, he/she would check "NO" where indicated on the form and sign their name at the bottom of the form.
NOTE: Due to the sensitivity of this content, you may decide to discuss this portion of the application on an individual basis instead of as a whole group.
14. Provide students with **several job application samples**. Have them look through each one. Discuss the similarities and differences of each application.



Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Where can you find applications?*
 - *Who can you rely on to help you if you need assistance filling out an application?*
 - *Why is it important to include truthful and current information about yourself on an application?*

Lesson 4: Part 2

Unit 5

Online Applications

ELA/CDOS Standards	ELA	Speaking & Listening 11-12.1a	Reading	Writing 11-12.4	Language 11-12.1a,b 11-12.2b 11-12.6
Lesson Materials	1. Access to personal computers and the internet, as well as a way to display a website on a screen for students to see				
Instructor Preparation	1. Arrange for personal computers with internet access for each student.				
Lesson Details	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Review the main parts of an application as discussed in part one. 2. Explain that in part 1, students practiced filling out a paper copy of an application. 3. Explain that many businesses have online applications for potential employees to fill out and that today they are going to look at sample online applications. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Provide each student with a personal computer with internet access. 2. Choose a few companies that offer the option to apply online to showcase for your students. 3. A good example of an online application can be found at https://www.mysubwaycareer.com/. 4. Show the application of your choosing on a large screen while students view it on their personal computers. Helps students to navigate and fill out the online application without actually applying. <p style="text-align: center;">Lesson Reflection:</p> <ol style="list-style-type: none"> 1. Use the following prompt to engage students in discussion: <ul style="list-style-type: none"> • <i>Which type of application do you prefer? (online or paper) Why?</i> 				



Lesson 5: Part 1 and 2 Overview

Unit 5

Preparing for the Interview

In this lesson, students will have the opportunity to learn about the interview process as well as participate in mock interviews.



Students participating in this lesson will learn:

1. steps that should be completed before, during, and after an interview.
2. sample questions that are common in an interview.
3. appropriate appearance for an interview.



Students will be able to:

1. describe important steps that they need to complete before, during, and after an interview.
2. participate in a mock interview.
3. prepare sample answers to possible interview questions.



Target Outcome:

1. Students will have an understanding of the interview process and how to prepare for a successful interview.



Measurable Outcome:

1. Students will be able to describe the steps that need to be completed before, during, and after an interview.
2. Students will be able to successfully complete a mock interview by answering sample interview questions.

Lesson 5: Part 1

Unit 5

The Interview Process: Before, During, and After

<p>ELA/CDOS Standards</p>	<p>ELA</p> <p>11-12.1 a, c, e</p>	<p>Speaking & Listening</p>	<p>Reading</p>	<p>Writing</p> <p>11-12.4 11-12.7</p>	<p>Language</p> <p>11-12.4 a, c 11-12.6</p>
<p>Lesson Materials</p>	<p>1. PowerPoint (PPT) Slide 21-24 (Also available in a PDF) 2. “My Interview: Before, During, After” Activity 5:5.1</p>				
<p>Instructor Preparation</p>	<p>1. Preview PPT/PDF slides 21-24. 2. Make copies of Activity 5:5.1 as needed.</p>				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <p>1. Begin the lesson by asking students if they have ever bought something, and then were disappointed in their purchase. For example: You saw a commercial for a restaurant and liked what you saw on the commercial, so you decided to go to the restaurant. When you got to the restaurant, you ordered the best sounding/looking item on the menu, but then when the meal came out, it didn’t look or taste like what you thought it would.</p> <p>2. Allow students to share any similar experiences.</p> <p>3. <u>ASK</u>: <i>How do you feel when your first impression doesn’t match up with the real thing?</i></p> <p>4. Explain that it can be frustrating when you expect one thing, and get something else. Tell students that as potential employees, they will want to make sure that they match their first impressions (their resumes) with who they really are.</p>				

Lesson 5: Part 1 (continued)

Unit 5

The Interview Process: Before, During, and After

Lesson Details

Lesson Activity:

1. Display **PPT/PDF slide 21** once again showing the “The Journey to a Job” model. Point out the first 3 steps that they have already discussed and quickly review each one (*assess, search, prepare*).
2. Review the idea of an application, cover letter, resume, and portfolio in step 3 as being a potential employer’s first impression of a student.
3. Direct students’ attention to “Step 4: Contact” on the PPT/PDF. Explain that after completing applications, resumes, cover letters, and portfolios, it is time to make the first contact with potential employers by sending in applications, and hopefully, setting up interviews.
4. Explain that in their interview, the goal is to match their employer’s first impression with the reality of who they really are as an employee. Tell students that they will have this opportunity when they go in for an interview.
5. Display **PPT/PDF slide 22** to introduce what an interview is and what happens during an interview. Describe the interview as a “getting-to-know-you” meeting between the student and the potential employer.
6. **ASK:** *When you are first getting to know someone, how do you act? How do you want them to see you? What do you want them to think about you? What might you think about someone if they didn’t look at you when you first met? How would you feel if the person you just met stood very close to you?*
7. Provide each student with the “**My Interview: Before, During, After**” **Activity 5:5.1 sheet**. Tell them that there are a few things that they can do before, during, and after the interview that will help them match their resume’s first impression.
8. Look together at the different sections (before, during, after). Discuss each bullet in the different sections.
9. Display **PPT/PDF slide 23**. Have students observe the picture of the man on the slide and point out all the things that show that this man ready for an interview.

Lesson 5: Part 1 (continued)

Unit 5

The Interview Process: Before, During, and After

Lesson Details

10. Next, view **PPT/PDF slide 24**. Have students look at the images on the slide and discuss which pictures show an appropriate vs. inappropriate appearance for an interview.

Lesson Reflection:

1. Remind students that the interview is one of the most crucial parts of the job search. It's the time to really shine for an employer.
2. Use the following prompts to engage students in discussion:
 - *On a scale of 1-10, how do you feel about going on an interview? What are you most nervous about? What are you most confident about?*
 - *What can you do to become more comfortable with interviewing?*
 - *If your resume and application are your first impressions, how can you act in an interview to match the first impressions?*

The Interview Process: Before, During, and After

Activity 5:5.1

My Interview: Before, During, After



Here are some things that you can do before, during, and after your interview in order to be successful.



•• My Interview ••



Before

- Make transportation arrangements for getting to the interview
- Practice common interview questions



During

- Dress Appropriately
- Firm hand shake
- Make eye contact
- Meet with employer and answer questions



After

- Send a thank-you note for the interview

Lesson 5: Part 2

Unit 5

Mock Interviews and Thank-You Notes

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1 a, c, e</p>	<p>Reading</p>	<p>Writing 11-12.4 11-12.7</p>	<p>Language 11-12.4 a, c 11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3b 6 (NAS) 3a 1, 2, 3, 4 3b 1 (ET) 3b 4 (A/H) 3b 5 (HPS) 3b 6 (BIS) 3b 7 (HS)</p>		<p>3b 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. PowerPoint Slide 25-32 (Also available in a PDF) 2. “Interview Follow-Up: Writing a Thank You Note” Activity 5:5.2 3. Mock Interview Question Cards (1 set, per 2 students) 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by reviewing the interview process (before, during, and after). 2. Explain that one of the best ways to feel the most prepared for an interview is to practice answering sample questions that are common in interviews. <p style="text-align: center;">Lesson Activity (Part 1):</p> <ol style="list-style-type: none"> 1. Tell students that you are going to look at some common questions that an employer may ask during an interview. Together, view PPT/PDF slides 25-32. With each question make sure students understand what the question is asking, then discuss some possible responses. 2. Next, divide students into groups of 2. Provide each partner group with a set of the Mock Interview Question Cards. 				

Lesson 5: Part 1 (continued)

Unit 5

Mock Interviews and Thank-You Notes

Lesson Details



3. Explain that they are going to take turns being the employer and the person being interviewed, the applicant. Have partners decide which role they will play first. The students can also choose what type of job that they would like to practice interviewing for.
4. The “employer” will begin by asking the questions on the cards. The “applicant” will practice answering the questions.
5. Once the partners have practiced their role, have them switch roles and repeat the activity in the reverse role.

Lesson Activity (Part 2):

1. After students have had time to participate in the mock interview, explain that after the interview is complete, it is best to send a thank-you note to the employer, thanking him/her for the interview.
2. Provide each student with the “**Interview Follow-Up: Writing a Thank You Note**” **Activity 5:5.2 sheet**. Discuss the parts of a thank-you letter using the activity sheet. Have the students use the template to create their own thank-you note.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *How did it feel to be the employer?*
 - *How did it feel being the person who was being interviewed?*
 - *How did the activity help you prepare for an interview?*
 - *Are there some questions that were easier/harder to answer than others?*

Mock Interview Question Cards

Cut out the following question cards and make 1 set of the cards per two students.

Why do you want to work for this company? Why are you interested in this job?

Tell me about yourself. Why should we hire you?

How well do you work under pressure?

What do you feel are your greatest strengths?

Mock Interview Question Cards

Cut out the following question cards and make 1 set of the cards per two students.

What five words would best describe you?

Are you a team player?

What specific goals do you have for your life?

What are your weaknesses or areas you would like to improve?

Mock Interviews and Thank-You Notes

Activity 5:5.2

Interview Follow Up: Writing a Thank-You Letter



After your interview is over, you will want to write a thank-you note and send it into the company that you interviewed for.



A thank-you note should:

- ➔ Greet the person who interviewed you. (*Dear Mr./Mrs. _____*)
- ➔ Thank the interviewer for his/her time in interviewing you.
- ➔ Let the interviewer know how interested you are in the job and why you would be a good fit for the job.
- ➔ End with a closing (*Sincerely, _____*)

Dear Mr. Jones,

Thank you very much for the opportunity to interview for the position of receptionist yesterday. I enjoyed speaking with you and learning more about the position. I am very interested in the opportunity to join your team. I feel like I would be a great match for the job.

Again, thank you for considering me for this wonderful opportunity. Please let me know if you have any questions or concerns or need more information. I look forward to hearing from you soon.

*Sincerely,
Matthew Kempt*

Lesson 5:

Unit 5

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 5:

The Interview Process: Before, During, and After
Activity 5:5.1

My Interview: Before, During, After

Here are some things that you can do before, during, and after your interview in order to be successful.

Before

- Make transportation arrangements for getting to the interview
- Practice common interview questions

During

- Dress Appropriately
- Firm hand shake
- Make eye contact
- Meet with employer and answer questions

After

- Send a thank-you note for the interview

Students can reference this sheet when preparing for an interview.

Mock Interview Question Cards
Cut out the following question cards and make 1 set of the cards per two students.

Why do you want to work for this company? Why are you interested in this job?	Tell me about yourself. Why should we hire you?
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Students will use the questions cards to help guide them through a mock interview.

Students can reference this sheet when writing a thank-you note following an interview.

Mock Interview Questions
Cut out the following question cards and make 1 set of the cards per two students.

What five words would best describe you?

What specific do you have your life?

Mock Interviews and Thank-You Notes
Activity 5:5.2

Interview Follow Up:
Writing a Thank-You Letter

After your interview is over, you will want to write a thank-you note and send it into the company that you interviewed for.

A thank-you note should:

- Greet the person who interviewed you. (*Dear Mr./Mrs. _____*)
- Thank the interviewer for his/her time in interviewing you.
- Let the interviewer know how interested you are in the job and why you would be a good fit for the job.
- End with a closing (*Sincerely, _____*)

Dear Mr. Jones,
Thank you very much for the opportunity to interview for the position of receptionist yesterday. I enjoyed speaking with you and learning more about the position. I am very interested in the opportunity to join your team. I feel like I would be a great match for the job.
Again, thank you for considering me for this wonderful opportunity. Please let me know if you have any questions or concerns or need more information. I look forward to hearing from you soon.

Sincerely,
Matthew Kempt

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