



2018 Future

Fayette Workforce

Teacher in the Workplace Program

LESSON PLANS

Lesson Plan Title: *Will You Hire Me?*

General Information

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Subject(s): *Family and Consumer Sciences Pathways*

Topic: *Building a Job Skills Portfolio*

Grade-Level(s): *Ninth Grade*

Partner Company: *Various Companies Available/ Fayette County Careerlink*

Summary: As a followup to teaching some general self management skills (or soft skills in the workplace,) students will compile a job skills portfolio that in turn will include a work permit, job application, cover letter, resume and a list of three references. We will learn the different components and look at samples to start. Students will then use class time to complete this portfolio. As a followup, a guest speaker will visit to review hiring practices with students, along with reviewing these portfolios to provide feedback from a hiring perspective.

Resources:

Alignment to PA Standards for Career Education and Work

Transition between Grade 8 and Grade 11

13.2.A Identify and Apply effective speaking and listening skills used in a job interview.

13.2.B Evaluate and Apply research skills in searching for a job: CareerLink, Internet, Networking, Professional Associations and Resource Books (Occupational Outlook Handbook)

13.2.C & D Develop a draft of a career portfolio placement, career acquisition documents: job application, letter of introduction, resume, references

13.2.E Explain and Demonstrate the importance of essential workplace skills/knowledge, such as, but not limited to: commitment, dependability, health and safety, laws and regulations, personal initiative, scheduling, time management, team building, literacy and technology

Desired Results

Established Goals:

What relevant goals will this lesson address?

- 1. The students will identify soft skills needed in the workplace.*
- 2. The students will collaborate a job skills portfolio to include a work permit, job application, cover letter, resume and a list of three references.*
- 3. The students will define the expectations an employer has for job applicants in the hiring practice.*

Overarching Understandings:

What are the big ideas?

Prospective employees must be prepared with the proper resources and knowledge of what potential companies expect in the right candidate in acquiring a position for employment.

What misunderstandings are predictable?

- 1. Any person can get any job available, as long as they are of proper age.*
- 2. Employers do not require any artifacts in hiring employees, other than an interview.*
- 3. Employers do not hold too many expectations of their employees in the area of human, conceptual and technology skills.*

Essential Question(s):

What provocative question will foster inquiry, understanding, and transfer of learning.

- 1. Define the perfect job...if you could have any job, what would it be and how would you go about in getting that job?*
- 2. What information must be presented and shared with an employer when applying for a job?*
- 3. Define the qualities a company would look for in a potential candidate for employment versus what a candidate would lack and keep them from being hired?*

Knowledge:

What key knowledge will students acquire as a result of this unit?

**the need for a job*

**job versus career*

**categories of jobs: entry level, paraprofessional, professional and advanced*

**what is included in a successful job portfolio*

**what employers require in a candidate applying for a job*

Skills:

What key skills will students acquire as a result of this unit?

**how to acquire a work permit*

**how to properly fill out and submit a job application*

**how to write a business formatted letter in creating a cover letter*

**how to create a resume*

**how to ask a reference and what information is needed*

**review of questions allowed or not allowed to be asked in job interview*

**writing skills-mechanics and grammar*

Assessment Evidence

Performance Task:

Through what authentic performance task(s) will students demonstrate the desired understandings?

- 1. Completed Job Skills Portfolio to include work permit, job application, cover letter applying to a position, resume and reference page.*
- 2. Interview Roleplay*

By what criteria will performances be judged?

A rubric breaking down each component of the portfolio for completion, accuracy, creativity and showcasing the student as a potential candidate for hiring. Total Assignment is worth 200 points.

Other Evidence:

Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?

Final Test will assess all concepts introduced, including vocabulary, how to prepare, and essay response to a possible roleplaying question.

Review/Feedback of Portfolio from a local community Human Resource Manager

Finished Portfolio

How will students reflect upon and self-assess their learning?

Students will download their portfolios to the Career Cruising Application for future use.

Students will use the actual portfolio to acquire a job.

Students will feel more comfortable and confident in going out and securing a job.

Lesson outline/activities (1-3 days)

Launch: Watch a video on hiring practices and what employers look for in a prospective employee.

Explore: Review outline of notes introducing each part of the process, what to do, how to do it and review samples of items used in securing a job,

Summarize: Complete an actual portfolio; assess students on the knowledge presented and review for retention for potential future use.

