

Job Awareness/Job Skills Awareness

Mary Beth Price
Johnson City ABE

Students study newspaper job advertisements, choose one, and summarize the job requirements or duties with the related skills necessary to perform that job in a 1-2 minute presentation to the class. Whole class discussion follows the presentation.

Objectives

Students will locate a classified ad for a job that interests them. They will analyze the job description for the job's required skills. Students will summarize their findings in a 1-2 minute presentation to the class.

Work-Based Skills

- **KSAs:** Listen for understanding; Follow instructions; Accurately perform work.
- **SCANS:** Locates, understands, and interprets written information; Organizes and communicates orally; Receives, attends to, interprets, and responds to verbal messages.
- **EFF:** Gather, analyze and use information; Read critically; Speak so others can understand; Listen actively; Reflect and evaluate.

How to Prepare

Collect current advertisements from local newspapers. Prepare as a handout a list of common abbreviations used in advertisements.

Active Learning Methods Used

Students are actively reading for specific information and then they are presenting their findings to the class. Listening and talking skills are emphasized, also.

What to Do During the Activity

1. The instructor discusses this activity with the class, using one advertisement for all students. After

examining the ad and discussing it (and terms used in advertisement), the teacher models a 1-2 minute summary presentation to the class. The instructor will give a short explanation of the activity for the benefit of new students.

2. Each student will choose an ad to examine from the classified ads in the newspaper making sure he/she has not chosen that "job" before in a previous activity.
3. Students will be given 10-15 minutes to examine their ads, specifically noting skills needed and job duties. They will be encouraged to write down their findings on a chart they make ("Job Duties" on one side; corresponding "Skills Needed" on the other).
4. When all students are finished, each will be asked to make a 1-2 minute presentation to the class. To make the presentation easier, the student can pretend to be that "person" (i.e., cashier, nurse, administrator, etc.) and talk about their job and the skills required.
5. Students will have time to ask questions and/or discuss issues that may arise. The most widely needed skills will be summarized. Sheets and ads should be filed in a folder that is easily accessible to the student.



Type

This activity should be repeated frequently in order to emphasize the importance of job skills and in order to introduce the students to a variety of careers.

Learners

This activity is suitable for all learners.

Time Frame

Approximately 10 minutes to clip newspaper ads. Approximately 15-30 minutes for the activity, depending on class size.

Room Set-up

The activity is done at the students' desks or tables.

Transparencies

Not required but could be used.

Materials

Common abbreviations sheet; collection of advertisements; notebook paper, pencils/pens.

Learner Handouts

Abbreviations used in advertisements.

Pre/Post Assessment

Pre-Assessment: Class discussion of the available jobs and the skills needed for these jobs.

Post-Assessment: The students' presentations serve as post-assessment.

Evaluation by Learners

Student cooperation and willingness to repeat this exercise serve as evaluation of the lesson by the learners.

Reinforcement/Generalizations

Each time students complete this activity, they should be reminded of basic workplace skills that are required in all jobs. They also should realize that better jobs give better pay and need better education/training. Hopefully, this will encourage them to work toward their maximum educational level instead of the minimum.

Comment

Previously, the students had visited job sites and talked with employers. This activity was a different approach to learning about various jobs. The students enjoyed this activity and requested that it be repeated.

Ready to be Employed Unit

Diane E. Tatum
Tulahoma Adult Learning
Center

Students use employment forecasts, education/earnings correlation information, a self-assessment instrument, and the game, “Where Can I Wear This to Work?” to consider future employment possibilities.

Objectives

Students:

- identify job opportunities
- become aware of the importance of education to earnings potential
- discuss how the makeup of society impacts the job market
- complete a self-assessment tool to determine what career path would be good for their individual personality
- prepare to apply for jobs
- become aware of good dress and grooming necessary for job retention.

Work-Based Skills

- **KSAs:** Evaluate information; How and when to make decisions; Take initiative; Desire to grow/advance.
- **SCANS:** Decision-making; Reasoning; Self-esteem; Self-management.
- **EFF:** Read critically; Plan; Research; Reflect and evaluate.

Background

This unit was designed to be used with students who were waiting for their GED scores after having taken the GED test. Once a student completes the GED test, they must wait almost two weeks to receive their scores. During that waiting time, when they need to come to class to satisfy DHS requirements, they can work in this unit of materials, as a class or as indi-

viduals. Certainly those who have not yet taken the GED can also participate.

How To Prepare

Locate the materials listed below. Create transparencies from the *Job Savvy: Instructor’s Guide* if to be used in a class setting.

Active Learning Methods Used

- Reading, writing, analysis.
- Discuss the correlation of education to job earnings.
- Self-assessment.
- Game playing.
- Case studies/role play.
- Listening.

What To Do During the Activity

1. Handout the Employment page and direct student to analyze the charts and employment opportunities for the future. Direct students to do the Writing Connection theorizing about the reasons for the rise in certain job markets. Share the paragraphs and do the Problem Solver as a group.
2. Distribute the Education/Earning correlation sheet (p. 7 of *Job Savvy* or p. 173 of *Job Savvy: Instructor’s Guide*). Discuss what differences the change in education makes to standard of living. Discuss what kinds of jobs require higher education and



Type

This series of activities is designed to work as a unit and in conjunction with “Where Can I Wear This to Work?”

Learners

Level II and III learners.

Time Frame

About one week or so.

Room Set-Up

Depends on number of participants. Certainly those who have not yet taken the GED can participate. Designed to be used as a large group activity or can be done as an individual.

Media Equipment

Overhead projector, if you plan to use the transparencies.

Materials

- “Connections: Employment.” *GED Writing Skills*. South-Western, 1995, p. C4-C5
- Ferrett, S. K. “Self-Assessment: A Point of

Departure.” *Strategies: Getting and Keeping the Job You Want*. New York: Glencoe/McGraw-Hill, 1996.

- Ludden, L. L. p.7, Chapter 3 pp. 33-36, 39 and Chapter 4 pp.57-69. *Job Savvy: 2nd Edition*. Indianapolis, IN: JIST Works, 1998.
- Ludden, L. L and Ludden, M. *Job Savvy: Instructor’s Guide*. Indianapolis, IN: JIST Works, 1998. Pages 38-43, 173.

Transparencies

As desired from *Job Savvy: Instructor’s Guide* Appendix C.

Learner Handouts

See “Materials.”

why. Also discuss how experience is also a valuable piece of the earnings puzzle.

3. Distribute “Self-Assessment” to students. Direct students to work through the packet including doing the personality assessment on pages 16-18. When all students have completed the assessment, stop students and discuss what personalities they have and how those relate to job qualifications. Encourage students to complete the reading in the packet and think about the jobs in which they might be interested based on the personality survey.
4. Read the case study from page 38 (*Instructor’s Guide*). Discuss how people form opinions about others based on what they wear. Ask: How do you know what to wear to work? Discuss Dress Codes and unofficial Dress Codes (p. 38-39).
5. Play the “game”: Where Can I Wear This To WORK? Follow-up by discussing how some jobs have specific uniforms that are required and safety equipment. Hand out Chapter 4 of *Job Savvy*. Work through the chapter answering the case studies. Discuss grooming issues.
6. Direct students to work through Chapter 3 considering all they’ve learned and applying to the job they hope to have. Help students make up a shopping list of clothing and grooming supplies they would need to be dressed appropriately for work.

Pre/Post Assessment

Discussion, participation, completion of assessment and shopping list. Creation of resume.

Evaluation by Learners

Learners were interested and amazed by their assessment results. The correlation reinforced the importance of getting a GED and provided additional information.

Reinforcement/Generalization

Relates specifically to getting a job, making a good impression, and becoming a good employee in the job that’s right for them.

Comment

An extension of this unit might be to take the class to The Attic Outlet and Good Samaritan or other thrift shops to find the items on their lists.

The Employee Search

Rheta Carriker
Hamilton County ABE

Students study, read, and discuss list of traits that employers look for in an employee. A guest employer is then invited as a speaker to tell students what she looks for when hiring. Students compare KSAs to what their employer/speaker has said.

Objectives

Students will comprehend and appreciate the importance of KSAs to employers.

Work-Based Skills

- **KSAs:** Listen for understanding; Standard procedures. All, because students see KSAs reiterated as speaker talks after having discussed pre-arranged list from workplace books.
- **SCANS:** Acquires and evaluates information.
- **EFF:** Listen actively.

Background

KSAs have been discussed and list is passed out before speaker arrives.

How To Prepare

Run off list of KSAs, run off any information that employer has printed up.

Active Learning Methods Used

Active listening with questions and discussion/Q&A time.

What to Do During the Activity

Speaker talks about what she as an employer looks for in potential employees and why these traits are important on the job. Students have a time to ask questions following the presentation.

Pre/Post Assessment

The discussion of KSAs preceding the speaker serves a pre-assessment, and

the questions they ask of the speaker shows their comprehension and understanding.

Evaluation by Learners

Speaker (small business owner) was so good and related so well to students, they did not want her to leave. She talked about goals also and how skills relate to life.

Reinforcement/Generalizations

The whole purpose of this activity is for students to be able to generalize how employers view the KSAs in practice. Students understood the KSAs from an employer point of view and saw the importance to an employer of dependability, teamwork, and honesty.

After our employer spoke, we discussed again the 12 areas of KSAs for Entry Level Employment, 1998. We picked out all the traits that the speaker had already talked about. Our speaker also pointed out that a job may be needed for different goals and one needs to know why he/she is taking a job.

Comment

Our speaker related really well to the students. They wanted her to stay longer than the time we had allowed. She opened up areas for thought and discussion in addition to the KSAs which we expanded to subsequent activities.



Type

This is a stand-alone activity but could be expanded into a series using different employers and different speakers.

Learners

This activity is productive for all levels of students preparing for the workplace.

Time frame

20-30 minutes.

Room Set-up

Sit at tables in the room.

Materials

KSA list, one or two traits employers want in an employee.

Learner Handouts

List of KSAs, and anything that the speaker brings for distribution.

Success Story: “Welfare Mom”

Lucy Gentry
Montgomery County ABE

Students read the article “Welfare Mom” which describes one woman’s entrance and exit from the welfare roles. Students then write journal entries on topics related to the story.

Objectives

Students will analyze a story to see what KSAs were demonstrated by the mom in the story as she strove to get off welfare. Students will recognize similarities and draw comparisons between situations in the story and their own situations.

Work-Based Skills

- **KSAs:** All—Having read the article, students discussed the different KSAs used by this woman as she climbed the ladder to success: listening, doing the right thing, getting along with others, dependability, working on a team, cooperating, etc.; GED.
- **SCANS:** Understands and interprets written material; Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.
- **EFF:** Read critically; Convey ideas in writing; Reflect and evaluate.

Background

It’s helpful to know your students’ backgrounds and goals beforehand to initiate discussion after reading the article.

How to Prepare

Check copyright guidelines for classroom copying for application to your situation. One source of these guidelines which is on the web is located at: <http://www.musiclibraryassoc.org/Copyright/guidebks.htm>

You will need copies for each student of the story “Welfare Mom” by Cindy Ballard as told to Tracy Thompson in *Good Housekeeping*, April 1999 starting on page 114.

Active Learning Methods Used

Oral reading, interactive discussion, personal stories.

What to Do During the Activity

Before handing out articles to each student, explain to the group this woman’s purpose in writing her article: *to help others who are in the same boat realize that they can become self-sufficient.* Explain your purpose in examining this woman’s life: *Do you see yourself in this woman’s shoes? What inspiration can you draw from her story?*

Read the article orally, letting students take turns, stopping along the way to define vocabulary (escalated, profoundly, pretense, disdain, subsidized, erode, procrastinate, marathon, vouchers, foundered) and explain feelings and actions of the author. Possible discussion questions are:

1. Why did Cindy leave her husband?
2. What was her job before she had Sara?
3. What two things did she dislike the most about applying for AFDC and food stamps?



Type

Single activity that can be done as either a culmination or introduction to a discussion of KSAs.

Learners

This activity can be geared to any FF participant because this woman has been in their shoes.

Time Frame

I would allow at least one hour for this lesson, enough time to read, discuss, and write.

Room Set-Up

I prefer a circle of chairs, desks for a discussion if possible.

Materials

Copies of article for each student to follow along as we read orally.

Learner Handouts

Articles (See “How To Prepare”).

4. How long did they stay at the women's shelter?
5. How did her husband treat her when Sam was born?
6. How long was it between the time she left Kent and when she filed for divorce?
7. What were some of the good points with regards to welfare?
8. What were some of the bad points?
9. What obstacles did she have to overcome when she took her first job?
10. What happened when her welfare check was cut?
11. Did she go back on welfare after she quit her job? Why or why not?
12. What did her former caseworker ask her to do after she got her old job back?
13. How long do you think she stayed on welfare?

After completing the article, call on some outspoken students to give their impressions of this woman's experience, her courage, her perseverance.

Help the discussion steer toward the KSAs the author used to become and remain self-sufficient.

Assign a few journal topics to culminate the activity.

Let the students choose one to write about:

- What one trait did the author have that you share with her? Explain how you could use that trait to become self-sufficient.
- Describe a time when you felt you were in the same place the author was.
- Did you learn anything new about yourself after reading this article?

Pre/Post Assessment

Experiences in discussions of the KSAs serves as a pre-assessment to let the teacher know whether or not students relate the KSAs to their current situations and lives. The journal entries work as a post assessment. The teacher should just read them and write positive comments in the margins.

Evaluation by Learners

The discussion gives the learners an additional chance to express their evaluation of the activity.

Reinforcement/Generalizations:

I used this article to show my Families First students one true example of the trials and hardships one woman experienced on the way to success in the workplace. We referred to the author's experiences in following days of activities and discussions.

Comment

Anytime I find a story/article that the students can relate to, I use it for a literature lesson. There was mixed reaction to this story in my class. Some students thought it was too preachy, but others were quite open to it. But everyone had something to write about as a result, and there were good journal entries, probably because the students could easily understand and respond to the experiences in the story.

Making Connections

This unit operationalizes the mentoring program called “Making Connections” in *Getting There* (Colette, Woliver, Bingman, and Merrifield, 1996, Center for Literacy Studies, The University of Tennessee, Activity 20, page 30). In this session, participants will explore their own goals and values, their job interests and opportunities and learn some job seeking skills in preparation for the mentoring work experience. Students brainstorm and then formalize a list of qualities that employees should have before going to work. Students then start their rotation through the mentoring experiences until all students have had the opportunity for working in each mentoring situation.

Objectives

- Students will formulate a list of qualities needed to be a good employee.
- Students will experience community service by meeting/sharing with someone in the community who could listen to them and share some of their ideas.
- Students will explore job interests through participation in a job mentoring experience. Students will interview their mentors.
- Students will think critically and summarize their experiences in writing.

Work-Based Skills

- **KSAs:** Follow instructions; Accurately perform work operations; Dependability; Talking respectfully.
- **SCANS:** Writing—communicates thoughts, ideas, information and messages in writing; Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.
- **EFF:** Cooperate with others; Convey ideas in writing; Listen actively; Reflect and evaluate; Learn in new ways.

Background

This activity was developed as a part of the welfare to work project curriculum called *Getting There* in 1997. This activity of making connection is an encouragement of finding a job interest and opportunity to achieve the goal of becoming independent through full-time employment.

How to Prepare

Students discussed as a class what kinds of work experiences they were interested in. We tried to get one mentor in each of the areas specifically mentioned by the students. Teachers send out letters to potential mentors. (A sample letter is included as an attachment.) Once mentors are identified, the teacher sets up and coordinates the schedule for rotation of students and keeps mentors and students informed. An evaluation form for mentors to complete about each student is prepared and distributed. (A sample of a simple evaluation form is attached.)

Active Learning Methods Used

Can't get much more active than being on the job! Role-playing, active listening to guest speakers, journal writing are additional.

*Greta V. Wilburn and
Jennie R. Hobson*
Fayette County ABE



Type

This activity is a unit which, in our experience, led to another unit that actually set up a work-for-pay experience in our classroom and is written up as “Working Makes Sense” and is also included in the *Idea Book*.

Learners

This activity is suitable for learners at all levels.

Time Frame

The training sessions which include various activities take 2-3 weeks. The mentoring situations take one morning each for each student, so it depends on how many students and how many mentors you have as well as how fast the rotation schedule is set up. Each participant will experience working with all of the mentors, but not every student

will have a mentoring experience each day.

Room Set-Up

Regular classroom followed by workplace setting.

Materials

Letters to mentors, evaluation forms, schedules.

What to Do During the Activity

Training sessions: For two or three weeks before the beginning of the mentoring experiences, the classwork focuses on what it takes to be a good employee. During these training sessions: some of the mentors came in as guest speakers; some currently employed former GED students came in as guest speakers; students role-played situations that might come up in the work environment playing the parts of both the supervisor and the employees; and commercial activity sheets were used which focused on attitudes, demeanor, proper dress, communication skills, work ethics, etc. Students as a class formulated a list of “What We Need For Work,” the qualities they will need to have as employees. This is the list our class came up with:

1. **Proper Rest** – Participants will report to work the next morning. Proper rest is needed to be able to perform their duties.
2. **Positive Attitude** – Some of the participants will report to work for the first time in their lives. Exhibiting a positive attitude will help them have the self-confidence they will need in order to actually perform the task.
3. **Be on Time** – Participants must understand the importance of dependability. Actual role-playing and journal writing were implemented in the workforce training session on the topic “Be On Time.”
4. **Report to Supervisor** – Each participant is given the name of his or her supervisor to connect with when arriving at the job site.
5. **Follow Directions** – Participants should know that once their job descriptions have been given, following the directions will enhance

their job skills and job interest in seeking their goal of becoming independent career persons.

We discussed that the mentors would have evaluation forms to fill out on the job performance of each student. Students were shown copies of the evaluation forms. (Evaluation forms of the participants’ performance will further assist the teachers at the Adult Learning Center in training the participants in job seeking skills.)

Mentoring Experience: Students reported to their mentors and work experiences. The schedule was such that usually only two or three students were out of class at their work experience on the same day. There were always some students in class and those students did regular class work. The students who were out made up the work, sometimes in the afternoon after working in the morning.

Debriefing: There was a lot of class discussion about how the experiences were going among the students who returned and those who had yet to go out. Participants wrote in their journals about their experience of working as an employee of the Making Connection Organization. The focus of the journal writing was on what was learned during this experience. Students were to respond to “Would the job be considered as one of your job interests?” and, “What skills did you need to improve?”

Pre/Post Assessment

“What We Need For Work” was formalized by the participants as a pre-assessment. The participants felt an employee should possess or have the qualities mentioned above when reporting to work. The journal writing serves as a post assessment. The topic is “I Worked Today.”

Evaluation by Learners

Journal writing serves as an evaluation by employees (participants) of their workday. Class discussion was also a good learner evaluation.

Reinforcement/Generalizations

Discussion among the students about their experiences was both reinforcement and generalization to new situations. Relating their experiences to the “What We Need For Work” that they had written up before the experience was also reinforcement.

Comment

The completion of “Making Connections” resulted in increased self-esteem and a more positive self-image for our students. The majority of the participants are ready to move from welfare to full-time employment. At this point, most of the participants expressed their desire to make a better lifestyle for them and their children. The mentors’ evaluation forms of the participants’ work ethics were positive. The mentors were satisfied with the job skills performance. This project “Making Connections” was a success because the participants wanted to be more exposed in the community by doing more volunteer work to gain the job skills needed for full-time employment. One result of the program was that one of the area employers offered to help us set up an assembly line to do some work for him in our class. This experience is written up as “Working Makes Sense” in the *Idea Book*.

Working Makes Sense

*Jennie R. Hobson and
Greta V. Wilburn*
Fayette County ABE

This unit is a direct outgrowth of the unit on mentoring, “Making Connections.” What started out as an experiment in cooperation with a local industry to set up assembly lines to do work in class for work experience became an actual paid job for students working in teams on the project.

Objectives

- Students will demonstrate an increase in self-esteem and self-confidence, and identify reasons why working for a living makes more sense than receiving assistance for survival.
- Students will experience working and receiving wages.
- Students will add, subtract, multiply, divide, calculate percents and decimals, and use calculators.

Work-Based Skills

- **KSAs:** Listening for understanding, following instructions, cooperating with others, accurately performing work.
- **SCANS:** Thinks creatively, makes decisions, solves problems, visualizes; Displays self-esteem; Improves or designs systems.
- **EFF:** Work together; Cooperate with others; Use mathematical concepts and techniques to solve problems; Reflect and evaluate.

Background

The workforce activity was derived from the TN Workforce Learning Project in 1993 and came about as a direct result of the mentoring unit on “Making Connections.” One of our mentors was so impressed with the workers we sent him that he suggested we set up an actual work situation in the classroom and he would pay our students

for the work completed while they got the experience of actually working.

How to Prepare

The instructor would have to arrange with a local industry to do some part of the assembly line job in the classroom. In our case, the supervisor and instructors at the Adult Learning Center met with the Plant Manager of Allison Corporation concerning volunteer work for the Families First Participants. An agreement was made that the participants would assist Allison Corporation by setting up an assembly line at the Adult Learning Center, labeling at least 5,000 bags per day. The instructor will have to understand the job requirements well enough to demonstrate the procedures needed to perform the task accurately.

Active Learning Methods Used

Teamwork and planning, actual assembly line work, communicating orally and in writing.

What to Do During the Activity

This activity stimulates the participants to become a part of the workforce that will allow them to achieve a goal and will improve the participants’ skills and job interest in fulfilling their goals.

1. **Start-Up** – Begins daily at 8:30 am.
The participants will report to work,



Type

One unit that follows the unit “Making Connections,” both of which introduce the skills of workforce activities.

Learners

This activity is suitable for learners at all levels.

Time Frame

The initial experience was set up to last for one week. After that, it was expanded and we worked at it on and off for six weeks.

Room Set-Up

Workforce setting with arrangements that will involve an assembly line operation.

Materials

Depends on the job to be done. We needed bags, labels, masking tape, prizes, time clocks, time cards, time card holder, T-shirts, boxes, scissors, caps.

clock in, and proceed to the workforce area.

2. **Positive Attitude** – Instructors and participants will recite the five positive affirmations, which encourage self-confidence.
 - I am in charge of my thinking.
 - I am a valuable person.
 - I trust myself.
 - Every day I feel better about myself.
 - Every day my life is becoming more positive.
3. On the first day, the instructor demonstrates how the job is to be done to meet the specifications of the completed job. The instructor should decide how many students would be a good working group for the task to be performed. The class is then divided into teams, each of which will decide how to organize the work to complete the task. There can be as many teams as there is room for them in the class.
4. **Actual Assembly Line Work** – Students will need to follow directions, use teamwork to set up the assembly line, cooperate with each other, discuss how to do it, try it out, adjust their procedures for efficiency, and actually stand there and work. The work will involve cooperating and getting along with others, listening for understanding, and accurately performing work. Some of the participants will actually experience working and receiving wages for the first time.
5. **Clock Out** – At the time pre-set as the end of the work day, students will clean up the work area and then clock out.
6. **Net Wages** – At the end of the week, the money that the team earned through the amount of work that they completed is divided as gross wages among the team members according to the number of hours each worked (taken from their time cards.) We also figure net wages by subtracting Federal income tax, FICA, Disability, etc. as the math part of this experience.
7. **Learning from Experience** – Participants will share their work experience through journal writing.

8. **Job Seeking Plans** – Participants will write in their portfolio the experiences of working on an assembly line.

The focus will be toward teamwork, attitudes, dependability and work performance.

Pre/Post Assessment

- The pre-assessment can be done in a group format by asking participants to describe the work experiences they have had.
- The portfolio will serve as a post assessment. The topic will be Working Makes Sense.

Evaluation by Learners

The participants expressed their working performance through oral communication.

Reinforcement/Generalizations

A ten-minute discussion between participants and teachers regarding their fulfillment of being a full-time employer.

Comment

The completion of the Assembly Line Work Project resulted in a positive attitude toward working as a career to earn a salary to support their needs and wants. All of the class took part in the first week's experience and each was paid \$10. The plant manager at Allison Corporation was so impressed that he offered to let the group continue the work for another week. Some of the students wanted to continue, but others didn't. The teams that wanted to continue did so, and made up their class work after their work experience each day. At the end of that week, the plant manager paid the workers \$40 each because they had been so efficient and done so much work, and he gave them the opportunity to continue. At that point, several of the students who had opted out after the first week wanted to get back in, but the established teams decided not to take them because they already were "experienced" and had their work routines worked out, and including the extra members into their teams would mean less money for them. This work lasted off and on for six weeks.

How Much Money Do I Need to Make?

Lynda Breeden
Putnam County ABE

Students will gather all their current personal financial information and input it into the computer spreadsheet to calculate how much money they need to earn to maintain their current lifestyle. Students then work in teams by their projected financial requirements to search for local job opportunities that would meet their needs.

Objectives

Students will compute their personal financial requirements to maintain their current lifestyles. Students will input information into computer spreadsheets. Students will research employment opportunities.

Work-Based Skills

- **KSAs:** Accurately perform work operations; Work on a team effectively; Follow instructions; Dependability.
- **SCANS:** Applies technology to tasks; Participates as member of team—contributes to group effort; Acquires and uses information.
- **EFF:** Gather, analyze and use information; Manage resources; Cooperate with others.

Background

Know each other well enough to discuss finances together and have a familiarity with KSAs.

How to Prepare

Discuss importance of budget regardless of how much money one makes. Discuss all forms of income including HUD, Food Stamps, AFDC, travel money, etc. Review computer rules and demonstrate the function key for mathematical operations.

Active Learning Methods Used

Gathering information, keying information into computer, planning poster layout, discussing opportunities.

What to Do During the Activity

1. Pass out budget sheet and discuss the meaning of income and expenditures.
2. Have students list important reasons for having a budget and why we as individuals have different demands for money (e.g., number of kids).
3. Discuss why a person might be unhappy and quit a job to go back on welfare.
4. Allow students time to gather info and fill in sheet. Stress that the calculations should be left for the computer to perform.
5. As students are ready, allow them to input information and be ready to help with function keys.
6. As monthly totals are found further divide to weeks and then to an hourly wage.
7. Print spreadsheets.
8. Pair students who are in similar wage brackets.



Type

Stand-alone or could fit with other lessons on personal finance or budgeting.

Learners

Appropriate for all learners.

Time Frame

Some student prep-time to fill in budget sheet. About one hour of computer time is needed to setup and calculate. Another 1-2 hours to look up job opportunities and make poster presentations.

Room Set-up

Normal.

Materials

Budget sheets, computers with spreadsheet, poster board, paper, markers.

Learner Handouts

Budget from *Getting There* (Colette, Woliver, Bingman, and Merrifield, 1996, Center for Literacy Studies, The University of Tennessee).

9. Allow students to use newspaper ads, phone calls, Employment Security, etc. to locate any job opportunities that meet their needs.
10. Students should work together to list jobs and a few requirements or details about them on a poster board. (Number of jobs may be related to amount of time to spend on activity).
11. Students may present boards to entire class and participate in class discussion.

Pre/Post Assessment

Review KSAs and computer skills and discuss budget importance. Discussion after activity shows the understanding of KSAs in getting a job that can support students' families.

Evaluation by Learners

Conclude with journal entries.

Preparing for Entry into the Job Market

Sherry Thompson
Chester County ABE

The lesson is a nuts and bolts lesson on selecting jobs to apply for and preparing a resume and cover letter.

Objectives

- Students will select jobs that utilize their past experience.
- Students will identify skills needed for each job.
- Students will strengthen communication skills during class discussion.
- Students will improve their listening skills as they hear and reflect on other suggestions made by classmates and/or teacher.

Work-Based Skills

- **KSAs:** Getting along with others; Talking with respect; Listening for understanding; Standard procedures; Writing; Reading; Processing information.
- **SCANS:** Self-esteem; Self-management; Communicates through writing; Reasoning, speaking and listening.
- **EFF:** Gather, analyze and use information; Listen actively; Speak so others can understand; Reflect and evaluate; Convey ideas in writing; Use technology.

Background

We had already put our resumes into the computer in another lesson so this was practice in editing and tailoring your present resume/cover letter into something that was suited for a particular job.

How to Prepare

If students have not already had experience writing resumes, it is a good idea to start there. Many of our job skills books have good examples. I brought in several real-life examples, including my own, for students to look at. Be sure to include a few that do not have much work experience or education. I realized that a couple of the ones I brought in were a little intimidating to my students.

Active Learning Methods Used

Students were asked to give brief overviews of their past work experience before the newspapers were handed out. Each student was also praised in some way for the kind of jobs they had held (“That must have been hard work;” “I admire you for being able to get to work that early in the morning. You are a real go-getter”). In this way every job was seen as an achievement. The class quickly followed the lead and started adding their own bits of praise to each others’ job experiences. This was a very uplifting experience.

What to Do During the Activity

1. Students discussed in large group the kinds of jobs they had held in the past.
2. Students were given current local newspapers (classified sections)



Type

This is a stand alone activity or one that can be repeated weekly on an ongoing basis as we do.

Learners

This lesson is appropriate for all learners.

Time Frame

Since this is some group work and some individual work, the time needed depends on how many students are in the class. We spent the better part of the morning working on this, and I had 3-4 students. It takes about 15-20 minutes for the discussion and newspaper search and then an additional 20-30 minutes per student to work with them individually.

Room Set-Up

The class discussion went on in the main classroom, and then we worked all over the computer lab and my desk to work on our updates.

Media Equipment

None is needed for this activity unless you decide to use an overhead to write examples on.

Materials

- Current local newspapers, classified section
- Computers or pen and paper for writing/updating resumes

Learner Handouts

The only student handouts were the current local newspapers.

and told to look for jobs that were similar to what they had had before or that they might be interested in pursuing. They were asked to highlight the ad containing the job information.

3. As a class, we discussed their findings and pinpointed what skills would be needed to do each of the jobs mentioned and what skills the students already possessed that made these jobs attractive.
4. Students then moved to the computer lab and took turns bringing up their resumes and cover letters on the computer and updating them with assistance from the instructor.
5. Students were given access to envelopes, etc. in case they decided to actually pursue the job.
6. This exercise is repeated weekly in our classroom.

Pre/Post Assessment

The pre-assessment of this activity consisted of resumes completed earlier by each of the students and a guided discussion with the whole group. The updated resume and cover letter served as the post assessment.

Evaluation by Learners

Since many of my students had never been through this kind of exercise, it was extremely helpful to them and can now be completed more and more independently. Many of us take for granted the steps we need to go through to do this simple exercise. It was very beneficial to teach my students this well needed life skill.

Reinforcement/Generalizations

The students feel better prepared for what will come after they get their GED and enter into the world of work.

Comment

The students articulated well during class discussion and worked independently on resumes and cover letters. One-on-one instruction was given to one student who could not read and decipher the ad proficiently. Students initiated conversation regarding appropriate work force dress. I always push the CAI (computer assisted instruction) aspect of this exercise as the students pulled original resume/cover letter information from the computer and adapted original information to prospective jobs. They need to be on the computers as much as possible to help them compete in the job market when they leave ABE.

Applying for a Job

Tomi Thompson
ABE/Workforce Network
(Scott County)

Students consider the steps necessary to get a job by watching a video on personal hygiene and appropriate dress, completing several different job applications, and writing a letter to apply for a job.

Objectives

Students will gather information and accurately complete a job application. Students will recognize appropriate dress for a job interview. Students will write a letter applying for a job.

Work-Based Skills

- **KSAs:** Following instruction; Accurately perform work; Standard procedures.
- **SCANS:** Communicates information in writing; Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Speaking—organizes and communicates orally.
- **EFF:** Gather, analyze and use information; Convey ideas in writing; Speak so others can understand; Listen actively.

Background

Life skills and job hunting skills are worked on daily.

How to Prepare

The teacher should prepare and have on hand samples of job applications. Prior to the actual activity, some discussion should take place concerning job applications.

Active Learning Methods Used

Students are active participants in a discussion concerning job applications, personal hygiene, and appropriate dress.

What to Do During the Activity

Discuss how to apply for a job by telephone.
Write a letter to apply for a job.
Watch video on personal hygiene and appropriate dress.
Complete a job application.

Pre/Post Assessment

Pre-assessment: Discussion concerning job applications.
Post-assessment: Students will review the application for any errors and make sure all their information has been included.

Evaluation by Learners

The follow-up discussion at the end of the activity allows the students and teacher to evaluate the activity and its benefits.

Reinforcement/Generalizations

As the students learn the importance of filling out an application correctly, they have an understanding of how this application will introduce them to the employer, and how first impressions are important.

Comment

This lesson is very helpful to the students because they have a better understanding of the standard procedures of filling out an application. They also understand that this is the first impression the employer will have of them, and that everything needs to be filled out correctly and neatly.



Type

Single activity that can be used in conjunction with other work-related activities.

Learners

This activity is suitable for all learners.

Time Frame

Setting up video, handing out applications, and discussion, approximately 1 hour, depending on discussion.

Room Set-up

Students' tables.

Media Equipment

Television, VCR.

Materials

Examples of job applications, video on personal hygiene and appropriate dress. [I used: Curtis & Associates, Inc. "1st Impressions: The Key to Successful Interviewing." (17 minutes)]

Learner Handouts

Check-off list of necessary information.

Choosing Interview Clothing

Diane Tatum
Tulahoma Adult Learning
Center

This activity shows how to dress for an interview and how to find inexpensive clothing. Clothing is taken out on consignment from shops and used to demonstrate how to dress for interviews. Discussions are used to demonstrate how a small amount of money can buy proper clothes.

Objectives

- To develop an understanding of what constitutes appropriate clothing for an interview.
- To recognize resources for that clothing at a good price.
- To draw on the expertise of a member of the business community.

Work-Based Skills

- **KSAs:** Listen for understanding; Talk respectfully; Following standard procedures.
- **SCANS:** Self-management; Self-esteem; Identifies, organizes, plans, and allocates resources; Acquires and uses information.
- **EFF:** Gather, analyze and use information; Manage resources; Listen actively.

Background

This lesson was developed in conjunction with our CEO partner Lynda Welty of Lewis-Orr Realty who came to the class for the discussion. We were primarily concerned with students knowing how to dress for an interview AND how these FF students would be able to afford that appropriate business clothing.

How To Prepare

Shop the local thrift stores, resale shops, and outlets for business attire at inexpensive prices. We were able to take the pieces of clothing out on con-

signment and return them after the lesson. Put together a handout with the major guidelines for dressing for an interview. (There are commercially available guides to dressing for interviews.) If desired, enlist someone from the business community to address the issues involved in the interview process. A good follow-up activity would be using “Preparing for the Job Interview” unit from JIST Works’ *Hire Learning: Schooling That Works: Landing a Job*.

Active Learning Methods Used

- Active listening, discussion, researching and decision-making.
- If transportation can be arranged, this activity can be done with a field trip to the shops.

What To Do During the Activity

This class was conducted jointly with our CEO partner. It was an interactive presentation/discussion with the students.

1. Discuss the interview process.
Answer the questions: What is an employer looking for in an interviewee? How can you improve your chances of being hired?
2. Discuss the role clothing plays in an interview. Answer the questions: What clothing is inappropriate for an interview? Why? What should be worn to an interview? What does



Type

Stand-alone lesson which could be part of a broader unit on employment.

Learners

Appropriate for all learners.

Time Frame

1 hour.

Room Set-Up

Room for large group set-up.

Materials

Clothing from shops and handout.

Handouts

An overview handout of general guidelines for dressing for job interviews.

clothing say to the employer? Pass out the handout and discuss any questions the students may have about the general guidelines.

3. Display the clothing gathered from the shops. Emphasize the cost of each item, especially if it is an exceptionally great value. Demonstrate that for a small amount of money, you can mix and match a few good pieces and have several very nice outfits. (Don't forget men in your discussion and demonstration since men may be in your FF program and many women will have men in their lives who could benefit from this knowledge.)
4. Compare the handout to the information provided. Discuss any apparent conflicts between the information and the jobs for which they plan to interview. Emphasize that even if you plan to work in a factory, you still need to dress nicely for the interview.
5. Follow-up: Use "Preparing for the Job Interview" [Duffy, Patricia and Wannie, T. Walter. *Landing the Job*. Indianapolis: JIST Works, Inc., pages 77-100.]

Pre/post Assessment

Pre-Assessment: Discussion of what is appropriate clothing for an interview.

Post-Assessment: Discussion of what the students have learned.

Evaluation by Learners

Assess through discussion. If possible, provide an evaluation sheet for the presenter.

Reinforcement/Generalization

This lesson obviously is tied to getting a job by dressing like the best candidate for the job.

Comment

This was a fun activity as well as eye opening for FF students. The difficult point was that jeans are not appropriate no matter what kind of job they are seeking. Most of the clothing demonstrated ranged from \$.50 to \$1.50 a piece, so were VERY affordable for our students.

How Do I Look?

Karen Stewart
Marshall County ABE

A makeover consultant comes to the class to demonstrate proper make-up use for the workplace. Students are provided with make up and practice the techniques on themselves. This self-esteem builder contributes to professional attitudes in the workplace.

Objectives

Students will be able to judge the appropriateness of styles of make up for a work environment. Students will be able to apply their own make up to present a professional appearance suitable for a work environment. Students' self-confidence will increase.

Work-Based Skills

- **KSAs:** Listen for understanding; Follow instructions; Accurately performing work operations.
- **SCANS:** Self-esteem—believes in own self-worth and maintains a positive view of self. Acquires and uses information.
- **EFF:** Gather, analyze and use information; Develop and express sense of self.

Background

As with clothing, there is a distinction between styles of make-up appropriate for work and what is acceptable for other settings. I wanted my students to have the self-confidence that comes from knowing that their make-up was not only attractive, but also contributed to a professional appearance in the work environment. The KSA sheets are used daily and discussed regularly, so students could relate the activity to KSAs.

How to Prepare

Many stores do make-overs in the store. For this activity, find a make-over specialist who can come to class and bring the supplies that the students will use. Each student needs a mirror to use, preferably one that will stand up on the table at which the student will sit. The table will provide a place to put the make-up too. Good lighting is a plus.

Active Learning Methods Used

Interactive participation with each other and the speaker.

What to Do During the Activity

Have each student sit in front of a mirror. The make-up consultant will continue from there.

Pre/Post Assessment

Pre-assessment is how students use or don't use make-up prior to the activity. Post-assessment is how they do. After the make-up consultant has gone, discuss with the students the points made by the speaker and how they apply to the workforce and the KSAs.

Evaluation by Learners

After the speaker leaves, the students will complete a speaker evaluation form where they have an opportunity to write what they learned and how it will be important to them. They also



Type

Single stand-alone activity which can also be used in conjunction with a set of lesson plans on job search, interviewing, what to wear, etc.

Learners

Female adult learners who are preparing to enter the workplace.

Time Frame

The activity takes at least an hour, and it could be longer depending on the speaker.

Room Set-Up

The students will need to be sitting at a clutter-free table.

Materials

The consultant may want each student to bring a wash cloth of their own from home. The needed make-up materials will be provided by the speaker. Mirrors will be needed.

complete a KSA sheet to tell how they used each during the activity.

Reinforcement/Generalizations

The self-confidence which comes from knowing how and when to use make-up should be transferable. Students' use of make-up will be an indication of whether or not they have generalized the information to their daily life.

Comment

The students thoroughly enjoyed the "makeovers." Many included on their evaluations that they felt better about themselves and it increased their self-esteem. The students in my class also benefited from the speaker's experience of being a GED graduate and the paths that she has chosen to take her life in a positive direction. Again, the speaker being a GED graduate was an extra plus for the class when they saw how well she had done.

Working Towards Success

Rebekah White-Williams
Crockett County ABE

Students are given samples of résumés and work, with group support, to compose, word process, and print their own résumés. Students then fill out job applications and role-play job interviews.

Objectives

Students will demonstrate résumé writing skills, complete job related paperwork, demonstrate dressing for an interview, and role-play interviewing for a job.

Work-Based Skills

- **KSAs:** Follow instructions; Getting along with others; GED reading and writing.
- **SCANS:** Self-management—assess self accurately; Self-esteem—believes in own self-worth and maintains a positive view of self; Speaking—organizes and communicates orally.
- **EFF:** Develop and express sense of self; Convey ideas in writing.

Background

The instructor must have a background in résumé writing and presentation. The instructor must be aware of what is required within the current job market and what forms and information are needed to be competitive in the job market.

How to Prepare

The instructor needs to study several different types of résumés. The instructor will need to contact different companies and gather information on what is required of those seeking employment. The instructor will need to make copies of different forms used within the workplace.

Active Learning Methods Used

Writing/composing, group discussion, interviewing.

What to Do During the Activity

Day One: Students will be shown several different methods of how to write a résumé. Students will work in groups on their résumés, then be allowed to type their résumés in the computer and print. The instructor will be going from table to table to assist with résumé writing.

Day Two: Students will be shown the proper way to fill out job-related paperwork, what each form is for, and why it is necessary. Students will select from a job container a job for which they are to prepare to be interviewed the next day. Handouts will be given to explain each job and its requirements.

Day Three: Each student will enter the classroom as if to be interviewed for a position. Students will be evaluated on appearance, communication skills, and qualification.

Pre/Post Assessment

Discussion before and after the session about how to prepare for a job interview.

Evaluation by Learners

Evaluation forms will be created for students to fill out after the total lesson



Type

This unit can be accomplished within 3 days.

Learners

Can be used with all adult students.

Time Frame

Three days. Spend one day writing a résumé with the students. Allow them to type their résumé on the computer. One day for filling out the different job forms. One day for job interviewing.

Room Set-Up

Set up room for the first two days with group work circles. The third day can be a normal room set-up.

Media Equipment

Overhead viewer. Microsoft Word for résumé writing. Handouts on filling out applications, writing résumés, and job interviewing.

Transparencies

Application form, w-4 form, time sheets.

Materials

Résumé format, copies of applications, W-4 forms, time cards, and dress code standards.

Learner Handouts

Finding work handouts, dressing for the job, application form, w-4 form, time sheet forms, and evaluation forms.

plan is completed. Students will rank how they feel each phase of this lesson plan will benefit them now and in the future.

Reinforcement/Generalizations

This study teaches students how to read forms and fill out job related forms. Students should feel more comfortable about interviewing for a job.

Comment

The practice job interview was a great success. The students enjoyed learning from each other. It was a good idea to use role-playing for the practice interviewing sessions.

Resume Writing

Una Fenderson
Nashville OIC
(Davidson County)

Students study sample resumes written by various people applying for different jobs and then write their own generic resumes that they could use to apply for jobs at a job fair.

Objectives

Students will differentiate among resumes written by people with varying degrees of experience and for a wide variety of jobs. Students will choose features that work best for their situation and compose and type their own resumes.

Work-Based Skills

- **KSAs:** Listen for understanding; Accurately perform work operations; Standard procedures.
- **SCANS:** Writing—communicates thoughts, ideas, information in writing and creates documents; Acquires and uses information.
- **EFF:** Gather, analyze and use information; Develop and express sense of self; Listen actively; Convey ideas in writing.

Background

Students will utilize this activity to begin the process of job search.

How to Prepare

Instructor will have sample resumes.

Active Learning Methods Used

Watching videotape, writing, typing

What to Do During the Activity

Students will utilize this activity to begin the process of job search. Students watch a videotape on resume writing. Students examine several different resumes and discuss sections that are common in all resumes. That is the format that will be used for each

resume. Students then begin to recognize differences in resumes. The resumes of those who have worked will be different from those who have never worked. After examining and discussing different types of resumes each student decides (with help of the teacher) which would be most suitable for them. Resumes will be generalized since students will not be applying for a specific job. We discussed what would be different if resume were for a specific position. Students then composed their individual resumes with individual mentoring from the instructor as they worked.

Pre/Post Assessment

Resumes will be critiqued by instructor. Changes made by instructor if any are needed.

Evaluation by Learners

Students will critique own work and discuss with instructor.

Reinforcement/Generalizations

Discuss again that these resumes will be used for Job Fairs.

Comment

The students were very enthusiastic about the resumes. After they were typed they made copies and were given envelopes to place them in to keep them clean. Some students thought they could not do the task but were extremely proud of themselves after they saw the finished product.



Type

Can stand alone or be part of a series on applying for a job.

Learners

Appropriate for all types of learners.

Time Frame

2-3 days working an hour each day.

Room Set-up

Tables, chairs (no particular set up).

Media Equipment

Videotape on writing resumes, if available, and VCR with TV.

Materials

Sample resumes.

Completing an Application for Employment

*Ernest Pounds and
Connie Bates*
Gibson County ABE

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

Objectives

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

Work-Based Skills

- **KSAs:** Reading, writing, listening for understanding, following instructions.
- **EFFs:** Read critically, convey ideas in writing, plan and research.
- **SCANS:** Thinks creatively, acquires and uses information, and organizes information.

Background

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

How to Prepare

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

Active Learning Methods Used

Discussion, Questions, Thinking, and Writing

What to Do During the Activity

1. The teacher presents information concerning job applications to the class.

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

Pre/Post Assessment

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

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

Evaluation by Learners

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

Reinforcement/Generalizations

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

Comment

This lesson worked well with all learners. All students participated and recognized the importance of a complete and accurate application in the workplace.



Type

This is lesson one in a series of four lessons in applying for a job. This lesson precedes a lesson on how to write a resume.

Learners

It is suitable for all learners in the workplace environment.

Time Frame

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

Room Set-Up

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

Materials

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

Learner Handouts

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

Writing a Resume

*Ernest Pounds and
Connie Bates*
Gibson County ABE

In this session, students will examine properly written resumes and discuss the importance of using a resume to achieve employment and then write a resume for employment as related to the workplace setting.

Objectives

Students will understand the importance of a good resume, learn the importance of keeping a complete work history, appreciate the importance of having good references, and apply this information by properly completing a resume for employment.

Work-Based Skills

- **KSAs:** Follow instructions; Write.
- **SCANS:** Acquires and evaluates information; Interprets and communicates information; Communicates information in writing.
- **EFF:** Gather, analyze and use information; Develop and express sense of self; Reflect and evaluate; Convey ideas in writing.

Background

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

How to Prepare

- Collect sample resumes. Supply students with blank forms or paper to prepare their resumes.
- If a computer is available, students should be instructed in the best way to write a resume with a computer.

Active Learning Methods Used

Discussing, Questioning, Thinking, and Writing.

What to Do During the Activity

Students should read prepared resumes. Then they will know what information to gather to put into their own resume. They should recall work history, gather personal information, decide whom to use as references, and contact those people for permission. Students can then create and complete their own resume. Finally, they will trade and critique each other's resumes.

Pre/Post Assessment

Before completing a resume, the learners discuss the importance of completing a resume for employment. After the resume is completed, the learners discuss what they have learned.

Evaluation by Learners

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

Reinforcement/Generalizations

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

Comment

This lesson worked well with all learners. All students participated and recognized the importance of a complete and accurate resume in the workplace.

▼ Type

This is lesson two in a series of four lessons in applying for a job. This lesson follows a lesson on proper resume writing and precedes the lesson on "How to Have A Good Interview."

Learners

This lesson is suitable for all learners in the workplace environment.

Time Frame

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

Room Set-Up

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

Materials

Various applications including applications for state jobs, jobs with large companies, or jobs with small independent businesses.

Learner Handouts

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

How to Prepare for an Interview

*Ernest Pounds and
Connie Bates*
Gibson County ABE

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

Objectives

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

Work-Based Skills

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

Background

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

How to Prepare

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

Active Learning Methods Used

Viewing video, Discussion, Questions, Thinking, and Writing

What to Do During the Activity

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

Pre/Post Assessment

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



Type

This is lesson three in a series of four lessons on applying for a job. This lesson follows a lesson called "Writing a Resume" and precedes a lesson called "Phone Call Follow Up to an Interview."

Learners

This lesson is suitable for all learners.

Time Frame

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

Room Set-up

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

Media Equipment

VCR and TV.

Materials

Video on interview skills. There are many good ones available. We used "How To Have A Good Interview" which is one section in the video by Carol Price: *How to Present a Professional Image* (1990), Career Track Publications, 3085 Center Green Drive, Boulder, CO 80301.

Evaluation by Learners

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

Reinforcement/Generalizations

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

Comment

This lesson worked well with all learners. All students participated and recognized the importance of a good interview in the workplace. They felt better prepared and more comfortable with the prospect of a job interview.

Phone Call Follow-Up to an Interview

*Ernest Pounds
and Connie Bates
Gibson County ABE*

Students prepare for a follow-up phone call after an employment interview by watching a video on good telephone etiquette and then role-playing the telephone call. Students critique each other's role-played telephone calls.

Objectives

Students will recognize and be able to apply good telephone etiquette in a role-played telephone call to a prospective employer to follow up an interview. Students will be aware of and employ politeness, tact, and correct grammar in their call. They will recognize the importance of how they address the interviewer on the phone.

Work-Based Skills

- **KSAs:** Listen for understanding; Talk respectfully.
- **SCANS:** Self-esteem—believes in own self-worth and maintains a positive view of self; Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Speaking—organizes and communicates orally.
- **EFF:** Develop and express sense of self; Speak so others can understand; Listen actively.

Background

It was discovered that many learners did not have knowledge of how important a follow-up phone call could be in obtaining a job. This lesson emphasizes the importance of the follow-up phone call and gives learners practice in making that call.

How to Prepare

The learners must be made aware of the importance of the follow-up call.

Active Learning Methods Used

Viewing video, Discussion, Questions, Thinking, and Writing

What to Do During the Activity:

- Discuss the skills needed to have a successful follow-up telephone call: (1) Use good manners and tact; (2) Use good language; (3) Learn how to talk properly on the phone; (4) Become familiar with information that must be made available to the employer at any time; (5) Be able to think quickly on your feet; (6) Be prepared to take “no” for an answer; (7) Always say “thank you.”
- Watch the video.
- Students role-play making follow-up telephone calls to prospective employers. Other students role-play the employer.
- Students critique each other's phone conversations.
- Students discuss what they have learned.

Pre/Post Assessment

Before completing the follow-up phone call, the learners discuss the importance of why a good phone call is important for employment. After phone call is completed the learners discuss what they have learned.



Type

This is the last in a series of four lessons on applying for a job. This lesson follows a lesson called “How to Prepare for an Interview.”

Learners

This lesson is suitable for all learners.

Time Frame

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

Room Set-up

Any type of room is acceptable as long as learners have a clear view of the TV and there is a place for the learners to face each other as they role-play telephone conversations between the employer and the potential employee.

Media Equipment

VCR, TV, and old telephones for role-playing.

Materials

Video on telephone etiquette. There are many good ones available. We used "Good Telephone Etiquette" which is one section in the video by Debra Smith: *Professional Telephone Skills* (1992), Career Track Publications, 3085 Center Green Drive, Boulder, CO 80301.

Evaluation by Learners

Student critiques are a good student evaluation.

Reinforcement/Generalizations

Let students critique each other's phone conversations to check for gross errors and mistakes. Each learner will learn by doing and sharing. Each learner will practice by phoning each other in role-playing situations.

Comment

This lesson worked well with all learners. All students participated and recognized the importance of a good follow-up phone call in the workplace.

What Do I Have to Sell?

Micki Hendrix
McNairy County ABE

Students determine personal traits and abilities to promote during job interview. They brainstorm to determine their employment needs and what they do best and then work in pairs to discuss “what they have to sell.”

Objectives

Students assess personal strengths and “sell” these strengths in interviews.

Work-Based Skills

- **KSAs:** Following instructions; Work ethics; Self-esteem.
- **SCANS:** Speaking—organizes and communicates orally; Self-esteem—believes in own self-worth and maintains a positive view of self; Integrity/Honesty—chooses ethical courses of action; Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- **EFF:** Guide and support others; Seek guidance and support from others; Develop and express sense of self; Listen actively; Speak so others can understand.

Background

Teacher needs list of questions to ask students to help probe into abilities/traits. Students need to understand purpose for activity (to determine strengths).

How to Prepare

Instructor will decide upon questions to ask students.

Active Learning Methods Used

Brainstorming, writing, asking questions to partner, answering questions orally, and discussion.

What to Do During the Activity

1. Students are asked to brainstorm the following:
 - What do I like to do?
 - What are my strongest points?
 - What can I do best?
 - What do I know best?
 - Do I like being in charge?
 - Do I like being part of a team?
 - Do I like being responsible?
 - Do I like traveling?
 - Do I like making phone calls?
 - Do I like working unusual or flexible hours?
 - What motivates me?
 - Do I like to work with people?
 - Do I like to work alone or with a group?
 - Do I like helping people?
 - Do I want to relocate?
2. **Instruction:** Teacher prompts students during the brainstorming period if they have trouble identifying answers (for example, life skills should be included in skills).
3. **Discussion:** Instructor points out that some qualities may be weak points in some jobs, yet the same qualities may be strong points in other jobs.
4. Next, students pair off and tell each other what they have to sell. Then each student tells the class the strengths they have to offer an employer.



Type

Stand-alone.

Learners

Families First participants, any adults or teens.

Time Frame

One session should complete this, but it should be reinforced in subsequent sessions.

Room Set-Up

Students need to be seated to accommodate pairing off.

Media Equipment

Optional: Board, overhead.

Transparencies

Optional.

Materials

Writing materials for students.

Learner Handouts

Copy of questions used in brainstorming.

5. Closure: Relate activities to KSAs and GED skills.
Stress importance of recognizing and promoting your strong points to make a good impression on a job interview.

Pre/Post Assessment

Pre-Assessment: Brainstorming.

Post-Assessment: Collect and check written material.
Observe oral presentations.

Evaluation by Learners

Ask for comments.

Reinforcement/Generalizations

These skills can be used in job interviews and in everyday life.

Comment

Many students don't even realize they have skills until you encourage them to take a look. Self-advocacy is promoted. The students were encouraged to learn that they had many skills which can be used in the workplace.

Asking and Answering Questions

Lois Wade
Memphis City ABE

ESOL students give short verbal presentations about their country of origin and answer questions from their classmates.

Objectives

Students will speak clearly to their classmates. Students will listen for understanding.

Work-Based Skills

- **KSAs:** Listening for understanding; Following instructions; Talking with respect; Accurately performing work.
- **SCANS:** Speaking—organizes and communicates orally; Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Self-esteem.
- **EFF:** Speak so others can understand; Listen actively; Develop and express sense of self.

Background

KSAs and learning to ask and answer questions in English.

How to Prepare

Students tell teacher the native country in which the student was reared. Teacher gathers materials.

Active Learning Methods Used

Student public speaking using English and asking/answering questions in English (interactive role)

What to Do During the Activity

Students take turns showing the class the location of their home country. They may need to walk around to point out location. Each student speaks of his/her background and life in native country. The student attaches his or her arrow to “poster map.”

Other students may ask questions to clarify or expand information presented.

Pre/Post Assessment

The practitioner is aware of the progress in language ability learners are making.

Evaluation by Learners

The students discuss the “understandability” of the presentation and the ease with which asking and answering questions occurred.

Reinforcement/Generalizations

Teacher and students regularly practice asking and answering questions in English so that ESOL students can understand employer and ask pertinent questions to work efficiently.

Comment

Students thoroughly enjoy this activity as an opportunity to talk about a subject they know quite well. They are delighted at interest shown about their country and the opportunity to show their language acquisition skills. Self-assurance, confidence, and “comfort level” in English is developed.



Type

Stand-alone or could be in conjunction with geography emphasis.

Learners

Suitable for all levels of ABE-ESOL learners.

Time Frame

Preparation time is usually about 2-3 hours to gather “props.” The actual class period is usually necessary to allow each student 3 to 5 minutes to present and to answer inquiries.

Room Set-up

World map in full view of entire class and “poster maps” spaced around room (for student arrow attachment).

Materials

Paper arrows with the student’s name and country on it, copies of maps for each student’s country of origin, large world map, and posters with one map of all countries of origin. World map, atlas, copies of maps, construction paper, scissors and markers, paste/glue, poster boards.

Learner Handouts

Copies of various maps representing the individual students’ home-countries.

Interviewing Skills

Paula Hatfield
Claiborne County ABE

Students answer interview questions through a simulated interview by means of video conferencing. They will learn of all the preparations for a job interview.

Objectives

Students will experience the interview process and improve their ability to respond to typical questions that would be asked by a potential employer.

Work-Based Skills

- **KSAs:** Read, write, listen for understanding, evaluate information, follow instructions, and ask questions.
- **SCANS:** Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- **EFF:** Listen actively; Speak so others can understand; Convey ideas in writing.

Background

The students will have already learned about basic skills needed for employment, how to complete a job application, and how to write a resume.

How to Prepare

Have a list of interview tips ready to put on board for discussion. Have copies of a list of typical interview questions to hand out to students. Arrange for someone to conduct the interviews. Have the video conferencing equipment set up in the office of the interviewer and in the classroom.

Active Learning Methods Used

Discussion, reading, and writing, taking part in video conference.

What to Do During the Activity

- The teacher will write interviewing tips on board and ask students to explain the meaning of each and why each is important. (Make eye contact, use proper grammar, dress appropriately, be prepared, address the interviewer by the correct name and title, don't chew gum, don't smoke, shake interviewer's hand firmly if offered, be positive and try to enjoy the interview.)
- The teacher will pass out interview questions and students will complete written answers to the questions.
 - Tell me about yourself:
 - Why are you applying for this job?
 - What do you know about this job or company?
 - How would you describe yourself?
 - What are your major strengths?
 - What is your major weakness?
 - What type of work do you like to do best?
 - What are your interests outside work?
 - What accomplishments gave you the greatest satisfaction?
 - What was your worst mistake?
 - Why did you leave your last job?
 - How does your education or experience relate to this job?



Type

This activity can be done after lessons on interviewing.

Learners

Any Families First students, Levels I, II, and III.

Time Frame

The activity will take 45 minutes to 1 hour depending on the length of the discussion and the number of students interviewed.

Room Set-Up

Students sit at their desks visible to the camera.

Media Equipment

Video conferencing equipment (television, camera).

Materials

- Interview tips
- Interview questions

Learner Handouts

Interview questions.

- Where do you see yourself five years from now?
- What are your goals in life?

- The video conferencing television will be turned on and dialed into the interviewer's equipment. The interviewer will then conduct the interview with the class. The interviewer will ask each student one of the questions from their sheet.

Pre/Post Assessment

Pre-Assessment: interviewing skills and job preparation skills will have been discussed in class.

Post-Assessment: the students will verbalize their understanding of how to participate in a successful interview.

Evaluation by Learners

The discussion of the interview will allow learners to evaluate what they have learned.

Reinforcement/Generalizations

After completing the interview, the students will have a greater knowledge and familiarity of the interviewing process. Students will be better prepared for an actual interview and will know what to expect. This

experience could also generalize to any situation where students will be communicating with someone and expressing themselves orally.

Comment

This activity is a semi-formal way of assessing a student's preparedness for a real interview. Students may not be as intimidated by an interview if they understand what is involved.

If video conferencing equipment is not available, have the interviewer come into the classroom to conduct the interview. In our situation, the interviewer was another employee of the school, but the school system is in the process of hooking up local businesses in the community with video conferencing equipment. That way if a job opened up at that location, employers could interview students from their classroom, or the students could just get practice conducting an interview if a job opened up later.

The students actually seemed to enjoy this lesson. They did really well. It took a while for them to get the hang of talking in front of the camera, but they became pros after a little practice.