



Unit 5: Employment Skills

Lesson One: Job Applications

Created: 05/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Analyze information required on a job application.
2. Demonstrate how to complete an application correctly.

TIME REQUIRED: 90 minutes

RESOURCES:

1. AgExplorer — Plant Systems, <https://agexplorer.ffa.org/focus/plant-systems>

EQUIPMENT AND SUPPLIES NEEDED:

1. "Job Applications" PowerPoint
2. A copy of the "Example Job Application" for each group or student
3. A copy of the "Practice Job Application" for each student
4. Red pens or highlighters for correcting applications
5. Blue or black pens for filling out applications
6. A copy of the "Application Grading Rubric" for each student (if leveling up)
7. Access to AgExplorer (if leveling up)

PREVIOUS KNOWLEDGE RECOMMENDED FOR THIS LESSON:

- None

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTE

- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core- Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Common Core- Math Practices

- CCSS.MP5: Use appropriate tools strategically.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. **Introduction:** (suggested time 20-30 minutes) **Refer to slides 1-3 of the “Job Applications” PowerPoint to present lesson objectives and do the introduction activity.**

How many of you love having the newest technology, clothing, etc.? We know that in order to get those things we need money, so in order to get money ... we need a job. In order to get a job, the first thing you have to do is fill out a job application, so the company can gain a better understanding of who you are and what you have to offer. For those of you who have had to fill out a job application in the past, what are some generic questions you have had to answer while filling out an application?

Capture the students’ feedback on a whiteboard. Make sure they mention major components like name and address, education, work history and references. Then pass out a copy of the “Example Job Application” to the students.

Read over the job application that has been filled out by Marie Smith. Using a red pen or highlighter, comb through this application and make any notes and corrections you think will improve the application. When you have completed going through Marie’s application, we will walk through the application process together.

Have students review the “Example Job Application” and make corrections and comments on the application individually or in groups. Once completed, discuss the following questions as a class:

- What did we like about her application?
- What did we not like about her application?
- What are the details that helped Marie pop off the page?
- Do you feel like you have a good understanding of Marie Smith and her abilities? Why or why not?
- Would you hire Marie Smith for the job?

2. **Lecture and Discussion:** (suggested time 30 minutes) **Refer to slides 4-10 of the “Job Applications” PowerPoint to share tips for completing a job application.**

Each slide addresses different things to keep in mind when filling out a job application. While the information being asked in the application is fairly self-explanatory, this lecture addresses some helpful pointers that will make an application stand out. As sections are addressed, refer back to the completed application the students reviewed in the introduction activity. Check and see if they caught the mistakes mentioned and encourage them to correct anything they missed and take notes on the completed application. They can use the corrected example application at the end of the lecture when they complete their own job application.

3. **Reflection:** (suggested time 30 minutes) **Refer to slide 11 of the “Job Applications” PowerPoint to present the reflection activity.**

Give each student the “Practice Job Application,” and have them fill it out using their own information (for safety, they can make up personal addresses and numbers). They can refer to the corrections and comments they made on the completed job application to help them as they fill out their own. Once completed, have them turn it in for a daily grade and/or formative assessment. Be sure to check that it has been filled out correctly and review, if necessary, before moving on to the next lesson.

4. *Leveling Up*: Have a member of the community come in and evaluate the students' applications. It would be helpful if this volunteer had experience hiring individuals on a regular basis.

NAME: _____

Application Grading Rubric

DIRECTIONS:

Review a classmate's completed job application and grade it based on the following grading scale. Explain the reasoning for his or her grade in the "Applicant's Information" section.

RUBRIC:

Excellent: 10 9 8 Points	Good: 7 6 5 4 Points	Needs Work: 3 2 1 Points
Application is complete and is done in blue or black ink with neat handwriting. Jobs are listed in chronological order, there are no misspelled words or smudges and the application is professional and neat.	Application is missing a few elements, but overall, it is put together well. There is a misspelled word, stray mark or one blank area.	Application is poor and is not done in blue or black ink. The handwriting is messy, jobs are out of order, and there are multiple misspelled words and smudges or wrinkles in the paper. Overall, the application is unprofessional in appearance.

POINTS GIVEN: /10

Applicant's Information

Whose application did you grade?

What grade did you give him/her?

List areas where you took off points within the application.

Would you hire the applicant based on his/her application? Why or why not?

Practice Job Application

Applicant Information

Full Name: _____ Date: _____
Last First M.I.

Address: _____
Street Address

City State ZIP Code

Phone: _____ Email _____

Date Available: _____ Social Security No.: _____ Desired Salary: \$ _____

Position Applied for: _____

Have you ever worked for this company? YES ☐ NO ☐ If yes, when? _____

Have you ever been convicted of a felony? YES ☐ NO ☐

If yes, explain: _____

Education

High School: _____ City/State: _____

From: _____ To: _____ Date of Graduation: _____

College: _____ City/State: _____

From: _____ To: _____ Did you graduate? YES ☐ NO ☐ Degree: _____

Other: _____ City/State: _____

From: _____ To: _____ Did you graduate? YES ☐ NO ☐ Degree: _____

References

Please list three professional references.

Full Name: _____ Relationship: _____

Company: _____ Phone: _____

Address: _____

Full Name: _____ Relationship: _____

Company: _____ Phone: _____

Address: _____

Full Name: _____ Relationship: _____
Company: _____ Phone: _____
Address: _____

Previous Employment

Company: _____ Phone: _____
Address: _____ Supervisor: _____
Job Title: _____ Starting Salary: \$ _____ Ending Salary: \$ _____
Responsibilities: _____
From: _____ To: _____ Reason for Leaving: _____

Company: _____ Phone: _____
Address: _____ Supervisor: _____
Job Title: _____ Starting Salary: \$ _____ Ending Salary: \$ _____
Responsibilities: _____
From: _____ To: _____ Reason for Leaving: _____

Company: _____ Phone: _____
Address: _____ Supervisor: _____
Job Title: _____ Starting Salary: \$ _____ Ending Salary: \$ _____
Responsibilities: _____
From: _____ To: _____ Reason for Leaving: _____

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.

If this application leads to employment, I understand that false or misleading information in my application or interview may result in immediate termination.

Signature: _____ Date: _____