



High School

National FFA Organization

Lesson HS.36

CONDUCTING A JOB SEARCH

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. M2: Demonstrate professional job seeking skills.

National Standards.

NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 List and describe three easy steps in conducting a job search.
- 2 Create a job search network of ten people.
- 3 Identify five agribusinesses in the area that will hire high school students.
- 4 Develop a plan to organize a job search.



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Time. Instruction time for this lesson: 50 minutes.

Resources

Harris, Clark R. *Leadership and Personal Development: Student Reference* Columbia , Missouri . Instructional Materials Laboratory, 1991.

Occupational Outlook Handbook , US Department of Labor, www.bls.gov/oco.



Tools, Equipment, and Supplies

- ✓ Items for the interest approach such as music CDs, video games, etc.
- ✓ Local newspapers
- ✓ Writing surface
- ✓ Poster paper and markers
- ✓ Index cards—one per student
- ✓ Job announcements
- ✓ Telephone books
- ✓ Transparencies HS.36.TM.A–C
- ✓ Copies of HS.36.AS.A–B—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Self-assessment
- ▶ Personal data sheet
- ▶ Resume



Interest Approach

Bring in several small items such as music CDs, video games, a portable stereo, tools, new clothing, and other items that the students would be interested in owning. Cash will also work. Put the items in a pile or show the items one at a time to the students. Ask the students, how many of you would like to have more CDs, video games, etc.? You want them to say yes, they want and will want stuff throughout their lives. How do people get money to purchase the stuff they need and want? You want them to say, by getting a job.



That is what we are going to learn today. How to conduct a job search? What are things we need to know about conducting a job search? Think about the question for a few seconds. Be prepared, when I call on you, to tell us something that you think we should consider when conducting a job search.

Give them 10 seconds to think about the question then lead them in a brainstorming activity.



 Now that we have thought about this, let's get some ideas put on the writing surface.

Randomly ask students for a suggestion to include on the writing surface. Keep going around the room until they have exhausted their ideas. Possible responses might include: find where people are hiring; find jobs that we are qualified for.

 What are our skills and interests? What is our career goal? Who can help us find out about available jobs? What kind of information do I have to have ready when I start the job search?

Now transition the students into the lesson.

 These are all good answers and they lead us to the next question. What are four common steps in conducting a job search?

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List and describe three easy steps in conducting a job search.

Look at the list that the class generated on the writing surface and put little check marks by ones that fit with the four common steps that will be discussed.

 The three easy steps that we are going to discuss include a lot of the ideas that we generated on our list.

List the following steps on the writing surface or show HS.36.TM.A.

I. Three Easy Steps in Conducting a Job Search

A. Do a **self-assessment**.

B. Prepare your personal data sheet, resume, and practice job interviewing skills.

1. **Personal data sheet:** form used to keep track of personal information; might need to help complete a job application

2. **Resumes:** are snapshot of our education and work history formatted in a readable form

C. Learn and implement three common job search strategies.

Ask the students to think about the components of a self-assessment.

 Think about what things need to be considered in a self-assessment. Don't raise your hand. Take a moment to think.

List the following components of a self-assessment on the writing surface or show HS.36.TM.B.



II. Doing a Self-Assessment Prior to a Job Search

- A. Determine your career goal for the next 5–10 years.
- B. Identify your skills and interests.
 1. What kind of activities do you like?
 2. Why do you like these activities?
 3. What experiences—work, leadership, etc.—do you have?
 4. What things have you enjoyed doing in school, in clubs, on jobs or as volunteers?
- C. Identify what you value.
 1. Where do you want to live?
 2. What standard of living do you want to have?
 3. What kind of working conditions do you want?
- D. What kind of skills do you want to learn?

Once you have discussed the components of a self-assessment ask the students to help reinforce the learning. Go around the room with the questions.

 Why is it important to think about your career goal when you are looking for a job now?

Desired response: It helps you look for ways that will move you toward your goal.

 Why should you identify your skills and interests?

Desired response: They will help lead you toward a job that you would enjoy or a job in which you have the ability to be successful.

 How can you help identify your skills and interests?

Desired response: Activities you like, experiences you have, things you like to do.

 Why is it important to consider skills that you want to learn?

Desired response: Learning new skills will move you toward your career goal. Wrap up the discussion about self-assessment and let the students know that resumes and interviewing will be discussed at another time.

 We have discussed self-assessment in some depth. This is an important step to consider. The next step is to prepare your personal data sheet, resume, and practice job interviewing skills. *Pass out HS.36.AS.A to the students.*

 Personal data sheets are forms we use to keep track of personal information that we might need to help complete a job application. Data such as our personal information, contact information, job and education history, your references names and contact information. Look at the handout. This is the type of information you will want when you go to fill out job applications. Resumes are a snapshot of our education and work history formatted in a readable form. Interviewing is the process of talking with an employer about your skills and background that might make you suitable for the job. Resumes and interviewing are both fairly in-depth topics and we will be discussing these in other lessons.



The next step in the job search is to learn and implement job search strategies. There are three common strategies that we will address.

List and briefly discuss the following common strategies on the writing surface or show HS.36.TM.C.

III. Common Job Search Strategies

- A. Creating a job search network
- B. Contacting businesses directly
- C. Checking want ads and job postings

Objective 2. Create a job search network of ten people.

After you have briefly discussed the strategies in HS.36.TM.C, help them understand how to create a job search network. You are going to have each student think of people that could provide job leads.



Let's look more closely at the strategies. To get a job you have to know where the jobs are. Let's think about people who might be able to help us find job leads. Those people will make up our job search network. Take 30 seconds to think about people that can become part of our network.

After the students have had 30 seconds to think about the question, have them write down some ideas on a piece of paper.



Let's take out a piece of paper and write down six people who might be able to help us get leads to jobs. You have one minute to complete the task.

After a minute, or when students have written several names or types of people have them turn to their neighbor and have them each share their ideas.



Stop writing. Turn to your neighbor and discuss the ideas that you have written down and what relationship they have to you.

When they are done, have the students focus back to the front of the room.



It sounds like you all have some good ideas. Take a moment and think about the ideas that you and your neighbor discussed. We are going to write your better ideas on the writing surface. Now let's go around the room and have each pair give us a type of person that we should include in our job search network. For example, a teacher may be an answer.

Continue around the room until you feel like you have all of the appropriate answers. As the students are giving their ideas you want to direct them to the ideas below. Anticipated Responses: Family and relatives, Friends and acquaintances, Teachers, Merchants, Neighbors, People at church or social organizations, the counselor or principal, former employers, Friends of parents and other job seekers.



Use Little Professor Moment strategy to reinforce what has been learned.



Now I want you to act as if you are historical characters. One person is Einstein and the other is Benjamin Franklin. Einstein, tell Ben about all the people we have discussed. You have one minute.

After one minute, or when they appear done, switch roles.



Now Ben, tell Albert all of the people who can help find leads that should be included in a job search network. *After the students finish the Little Professor Moment, bring them back to focus at the front of the room. Transition to Objective 3.*

Objective 3. Identify five agribusinesses in the area that will hire high school students.



We have learned whom we might include in a job search network. Let's find out what agribusinesses in the area hire students your age. These are businesses that you might want to contact directly about job vacancies.

Have students break into small groups of three or four persons. Break the students into groups using a unique way. Tell the students.



Line up in a row at the front of the room from the person whose family owns the most animals to the least animals. You should break ties with the number of dogs and cats you own. Using poster board and markers, we will create a poster with pictures that represent ten ag-related businesses in the surrounding area that hire high school students. You have 10 minutes to complete the poster. Be creative in your drawing.

When students are done have each group explain their poster and tape it on the wall. Compare the posters and see what businesses are the same and which are different. Have the student's list, on a sheet of paper, ten of the businesses that they think they might like to work.



Go back to your original desk and take out a sheet of paper and writing utensil. Write down 10 businesses where you might like to work. *Briefly discuss checking want ads and job postings. This is the last and least effective overall strategy to find a job.*



Go back to your original desk and take out a sheet of paper and writing utensil. Write down five businesses where you might like to work. *Briefly discuss checking want ads and job postings. This is the last and least effective overall strategy to find a job.*



We have discussed creating a job search network and agribusinesses that we could go directly to and apply for jobs. The last job search strategy is to check the want ads or job postings. This is the least effective overall technique. You can find jobs this way, but many jobs never get advertised. Less than 15% of jobs come from the want ads. Many will come from your network.



Objective 4. Develop a plan to organize a job search.



Now that we understand who can be included in our job search network and what agribusinesses hire high school students, let's put the two together to see how each of us could use the network in our hometown. *Help the students transfer the information from the previous discussion to develop their own plan. Talk about what the students need in a job search plan.*



Let's think about how we would put a plan together to organize a job search.

Have the students reflect on the people or places listed on the writing surface that might provide leads for jobs. Have them think of specific people or places where they can start getting leads. Point to the lists on the writing surface and the posters that were just created as you say this.



We have come up with some good ideas. Now let's see how all this applies to us. Look at the list of people listed on the writing surface and whom might you want to include in your job search network. Take 30 seconds to reflect quietly about specific names of people who could have job leads that you would want to follow. Begin. *Keep track of the time. Students should not be talking during this time. Have them take out a sheet of paper for the next activity.*



Time is up. Take out a sheet of paper and draw a line down the middle of the paper. On the left side write down as many names of people that you can contact that may have information on available jobs. Take one minute to do this. Using the same sheet of paper, write down specific businesses that you could apply for a job. On the right side of the paper, write down at least five specific businesses where you can apply for jobs that would interest you. Take one minute to do this. *Have the students look back at the list on the writing surface and the posters to see if they have found people and places for each area.*



Look at the list of people that we made and the posters of the agribusinesses. Quietly look at your two lists on your paper. Take 30 seconds to do this. If you think of other people or places write them on your sheet.

Give the students 30 seconds or so to complete the ranking of the names of people.



You now should have a good list of specific people and places to start your search. Take the list you have and rank the people as to who you will go to first to get job information. Rank the first person with a one, the next with a two and so on. *Give the students an additional 30 seconds to complete the ranking of the names of places.*



Now let's look at the agribusinesses. Rank the specific names using the same method.

Have the students take this information and develop their plan to organize a job search. Pass out HS.36.AS.B and have them follow the directions to complete the activity.



Take the activity sheet and follow the directions on the top of the page. This activity gives you a plan to organize a job search. This assignment will be due tomorrow at the beginning of class.





Review/Summary



Now that we've explored the three steps in performing a job search, created our job search network and potential employers, and organized our plan for a job search, we have the opportunity to create our own test.

Have the students write study questions. Pass out a 3×5 card to each student to use for the questions.



Take the 3×5 card and write two questions that would be good study or test questions about the topic of conducting a job search.

When the students have written their questions have them turn to their neighbor and ask the questions and make sure that they know the answers.



Turn to your neighbor and ask them the questions you have written. Make sure they know the answers. Then let the other person ask the questions. When you are done, pass your cards toward the center aisle so I can collect them.



Application

►Extended Classroom Activity:

Have each student interview one person in the surrounding area that hires high school students. Each student should interview the person and write a one-page summary of the information. The students should find the following information.

1. *How does the business advertise for job openings?*
2. *How does the business process job applications?*
3. *Does the business require resumes from applicants?*
4. *How does the business interview applicants?*
5. *How many high school age employees does the business hire in a year?*

►FFA Activity:

Have the students think about a national FFA office or award they would like to earn and have them think of it as a career. Have them develop a job search plan to get the skills needed for that ultimate career.

►SAE Activity:

Have students bring in telephone books and newspapers from surrounding towns. Students should identify five companies in their town or in the surrounding area that relate to their SAE area of interest.



Evaluation

HS.36.Assess will be used to assess Objective One. Objectives Two–Four will be assessed as part of the plan for their job search in HS.36.AS.B.



Answers to Assessment:

1. A. Do a self-assessment.
B. Prepare your personal data sheet, resume, and practice job interviewing skills.
C. Learn and implement three common job search strategies.
2. A. The student's career goal.
The explanation should include information about how this goal should help determine jobs that they will take as a youth.
B. The student's skills and interests.
The explanation should include information about the kind of activities they like, experiences they have, and things they enjoyed in school, in clubs, on jobs or as volunteers.
C. The values that a student possesses
The explanation might include where they want to live, the standard of living they want to have, the kind of working conditions they want, etc.
Alternative answer: The students may just list and explain many of the specific items listed above.
3. A personal data sheet contains information that is needed on job applications. A resume is a formatted page of information about the student. It is a snapshot of the students education skills, experience, and job history.
4. A. Creating a job search network
B. Contacting businesses directly
C. Checking want ads and job postings



CONDUCTING A JOB SEARCH

Answer the questions in the space provided.

1. What are the three steps we discussed in class to conduct a job search.
 - A.
 - B.
 - C.

2. Explain three things that were discussed in class that should be included in a self-assessment.
 - A.
 - B.
 - C.

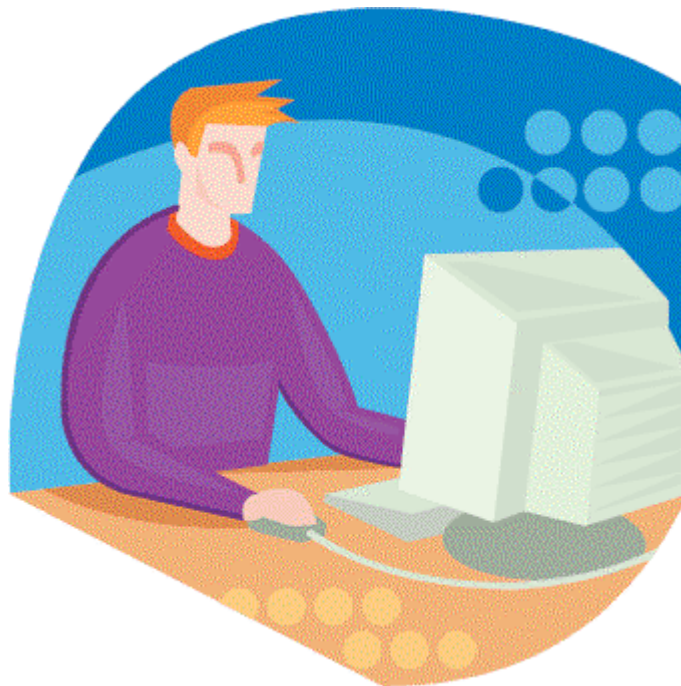
3. Explain the difference between a personal data sheet and a resume.

4. What are the three common job search strategies that we discussed in class.
 - A.
 - B.
 - C.



THREE EASY STEPS IN CONDUCTING A JOB SEARCH

- ◆ **Do a self-assessment.**
- ◆ **Prepare your personal data sheet, resume, and practice job interviewing skills.**
- ◆ **Learn and implement three common job search strategies.**



DOING A SELF-ASSESSMENT PRIOR TO A JOB SEARCH

◆ **Determine your career goal for the next 5–10 years.**

◆ **Identify your skills and interests.**

➔ What kind of activities do you like.

➔ Why do you like these activities.

➔ What experiences—work, leadership, etc.—do you have.

➔ What things have you enjoyed doing in school, in clubs, on jobs or as volunteers.

◆ **Identify what you value.**

➔ Where do you want to live.

➔ What standard of living do you want to have.

➔ What kind of working conditions do you want.

◆ **What kind of skills do you want to learn.**



COMMON JOB SEARCH STRATEGIES

- ◆ **Creating a job search net work**
- ◆ **Contacting businesses directly**
- ◆ **Checking want ads and job postings**



HS.36.AS.A Name: _____

PERSONAL DATA SHEET

Personal Information

Name _____ Social Security # _____

Birthplace _____ Date of birth _____

Special licenses or certifications _____

Organization membership _____

Contact Information

Address _____ Zip _____

Phone _____ Email _____

Education

High schools attended. Include the name, address, dates attended, activities, and emphasis areas.

1.

2.

Junior or middle schools attended. Include the name, address, dates attended, and activities.

1.

2.



Work History—Paid And Unpaid

List all work experience. Include name of employer, address, phone, and dates that you worked.

1.

2.

3.

4.

Honors and Awards

List honors that you have received.

1.

2.

3.



References

List three to five people. Include people that know your character, work habits, and abilities.

1. Name _____
Relationship _____
Address _____
Phone _____ Email _____

2. Name _____
Relationship _____
Address _____
Phone _____ Email _____

3. Name _____
Relationship _____
Address _____
Phone _____ Email _____

4. Name _____
Relationship _____
Address _____
Phone _____ Email _____

5. Name _____
Relationship _____
Address _____
Phone _____ Email _____



PLAN FOR A JOB SEARCH

►Instructions:

Write the appropriate response to the statements. Think about your skills and abilities as you complete the task.

Self-Assessment

1. List four activities you like to do and explain what you like about the activities.
2. List two subjects in school you have enjoyed over the last three years.
3. List four agricultural skills you have.
4. List four other job skills you have.



5. List five activities you have enjoyed doing in school, in clubs, or as volunteers.
6. Where do you want to live when you are an adult. Specify size of community & location.
7. What standard of living do you want to have.
8. What kind of working conditions do you want in your career.
9. Think about the activities, skills, and experiences you listed about and consider your future in 5–10 years. List a career goal that interests you.



Develop your network

10. List ten people you should include in your network in rank order.

11. What businesses will you go to directly and ask about jobs.

12. List the five agribusinesses you wrote on your other paper and rank them.

Next Step

13. List the first five steps you will follow in a job search.

