

**DISCOVER<sup>®</sup>**



**V.**  
**Job Search Activities**

---

**ACT<sup>®</sup>**





## Job Search Activity 1: Working Together

---

### OVERVIEW

**Purpose**

To help students understand the importance of employability skills.

**Learning Objective**

- Students will learn about the skills employers value most in employees.

**Time Required**

15 minutes

**Materials Needed**

- Student worksheet : Job Search Activity 1: “Working Together”

**Setting**

A classroom

**Curriculum Areas**

Career Education/Life Skills, English

**Grade Level**

9

10

11

12

**Activity****I. Working Together**

- a. Distribute Job Search Activity 1: Working Together (page V.1–4).
- b. Divide the class into groups of 5 or 6 people and give them time to complete the Handout as a group. (*10 minutes*)

**II. Discussion**

- a. As a class, go over the groups’ answers and focus on the last question.
- b. See how many of the traits listed on the Administrator’s Instructions sheet the class can identify.
- c. Add any from the list that the class may have missed.

**III. Homework (optional)**

- a. Have students interview their parents or other adults and ask the following questions.
  - Can you remember a time when you were working with a group of people who did not get along well? What happened?
  - What did you do about it?



## Job Search Activity 1: Working Together

---

### FOR ADMINISTRATORS

Based on a review of workforce development literature and employer surveys, Cotton (2001) summarized the affective skills and traits most valued by employers (in order of importance) as:

- Dependability/responsibility
- Positive attitude toward work
- Conscientiousness, punctuality, efficiency
- Interpersonal skills, cooperation, working as a team member
- Self-confidence, positive self-image
- Adaptability, flexibility
- Enthusiasm, motivation
- Self-discipline, self-management
- Appropriate dress, grooming
- Honesty, integrity
- Ability to work without supervision

Beach (1982) cites research indicating that 87% of persons losing their jobs or failing to be promoted were found to have “improper work habits and attitudes rather than insufficient job skills or knowledge.”

#### **References**

Beach, D. P. (1982). A training program to improve work habits, attitudes, and values. *Journal of Epsilon Pi Tau* 8/2, 69-74.

Cotton, K. (2001). Developing employability skills. School improvement research series. Portland, OR: Northwest Regional Educational Laboratory. Available at: <http://www.nwrel.org/scpd/sirs/8/c015.html>



## **Job Search Activity 1: Working Together**

---

### **FOR ADMINISTRATORS**

Imagine that your teacher has assigned your team to research the life-cycle of butterflies and develop a large display that explains this information to the rest of the class. This project is due in exactly one week and everyone on the team will receive the same grade, based on the quality of the display. Decide which part of the project each of you will do.

Now imagine that the week is almost over and the display is almost ready to show to the teacher and the class. Imagine that you are disappointed in the way it looks. Discuss these situations:

1. What would you do if the display were not as good as you think it should be?
2. How would you know if some people did less work than you did? How would you feel about it?
3. What would happen to the project if some people were late with their part of the work? What would you do if they were late?
4. Plagiarism is illegal. What would you do if you found out some of the information had been copied?
5. Imagine that this project is part of your job and you are the manager of this team. Your job depends on preparing a good display. For each problem above, what would you do about it?
6. Many jobs require you to work with a team of people. The tasks may be different, but the problems in working together may be similar. Employers want to avoid problems, so they try to hire people who will not have these problems. What kind of traits or characteristics should employers look for when they hire new people?



## **Job Search Activity 1: Working Together**

---

### FOR STUDENTS

Imagine that your teacher has assigned your team to research the life-cycle of butterflies and develop a large display that explains this information to the rest of the class. This project is due in exactly one week and everyone on the team will receive the same grade, based on the quality of the display. Decide which part of the project each of you will do.

Now imagine that the week is almost over and the display is almost ready to show to the teacher and the class. Imagine that you are disappointed in the way it looks. Discuss these situations:

1. What would you do if the display were not as good as you think it should be?
2. How would you know if some people did less work than you did? How would you feel about it?
3. What would happen to the project if some people were late with their part of the work? What would you do if they were late?
4. Plagiarism is illegal. What would you do if you found out some of the information had been copied?
5. Imagine that this project is part of your job and you are the manager of this team. Your job depends on preparing a good display. For each problem above, what would you do about it?
6. Many jobs require you to work with a team of people. The tasks may be different, but the problems in working together may be similar. Employers want to avoid problems, so they try to hire people who will not have these problems. What kind of traits or characteristics should employers look for when they hire new people?



## Job Search Activity 2: My First Job

---

### OVERVIEW

**Purpose**

To help students without work experience write a resume and prepare for a job interview.

**Learning Objective**

- Students will learn how to describe their strengths on a resume and during a job interview, even if they don't have work experience.

**Time Required**

30 minutes

**Materials Needed**

- Student worksheet : Job Search Activity 2: “My First Job”

**Setting**

A classroom

**Curriculum Areas**

Career Education/Life Skills, English

**Grade Level**

9

10

11

12

**Activity****I. My First Job**

- a. Have students complete Job Search Activity 2: My First Job (page V.2–3). (15 minutes)

**II. Discussion**

- a. As a class, ask for a few responses to each item. Discuss ways of wording the responses that would make a better impression on potential employers.
- b. Have students get into pairs. In each pair, one person reads his/her responses and the other person suggests improvements to the wording or additional information that might be helpful. After the first person finishes, the pair switches roles.

**III. Homework (optional)**

- a. Have the students share their answers to the worksheet with a parent, other adult, or friend and ask for help in describing their skills for a resume.



## **Job Search Activity 2: My First Job**

---

### FOR ADMINISTRATORS

Resumes describe past experience to show employers that you have the skills needed to do the job. But what if you don't have any past work experience? What do you put on your resume? Here are some questions to help you think of information that you can put on your resume.

1. In which ways are you different from other people your age? What are your special characteristics?
2. In which activities have you done well? Consider sports, clubs, volunteer activities, competitions, helping out at home, etc. List anything you have done well.
3. Which type of classes or school activities do you do best? Examples include things like reading, writing, science, industrial arts, etc. How do you know you are good at these activities?
4. Consider the types of work for which you will be applying. What characteristics or experiences will employers find useful? For example, if you are applying to work in a store, handling money would be useful. If you are applying to work with the public (food server, customer service, etc.), experience in handling difficult people would be relevant. List the characteristics that you think employers will want in the people they hire. (Note: If you need help with this, find the occupation in DISCOVER and look at "Work Tasks" and "Qualities.")
5. For each characteristic that you listed in #4, look for a response to #1, #2, or #3 that relates to it. List the characteristics that employers are looking for and examples that show that you have these characteristics.
6. After placing your name and address at the top of your resume, other information can be arranged in any order. In which order will you arrange your resume to make the best first impression? (Note: The parts of a resume are included in "Resume Builder" in DISCOVER.)



## Job Search Activity 2: My First Job

---

### FOR STUDENTS

Resumes describe past experience to show employers that you have the skills needed to do the job. But what if you don't have any past work experience? What do you put on your resume? Here are some questions to help you think of information that you can put on your resume.

1. In which ways are you different from other people your age? What are your special characteristics?
2. In which activities have you done well? Consider sports, clubs, volunteer activities, competitions, helping out at home, etc. List anything you have done well.
3. Which type of classes or school activities do you do best? Examples include things like reading, writing, science, industrial arts, etc. How do you know you are good at these activities?
4. Consider the types of work for which you will be applying. What characteristics or experiences will employers find useful? For example, if you are applying to work in a store, handling money would be useful. If you are applying to work with the public (food server, customer service, etc.), experience in handling difficult people would be relevant. List the characteristics that you think employers will want in the people they hire. (Note: If you need help with this, find the occupation in DISCOVER and look at "Work Tasks" and "Qualities.")
5. For each characteristic that you listed in #4, look for a response to #1, #2, or #3 that relates to it. List the characteristics that employers are looking for and examples that show that you have these characteristics.
6. After placing your name and address at the top of your resume, other information can be arranged in any order. In which order will you arrange your resume to make the best first impression? (Note: The parts of a resume are included in "Resume Builder" in DISCOVER.)





## Job Search Activity 3: Trial Job Application

### OVERVIEW

**Purpose**

To prepare students to complete job applications.

**Learning Objective**

- Students will collect the information they need to complete a job application.

**Time Required**

15 minutes

**Materials Needed**

- Student worksheet: Job Search Activity 3: “Trial Job Application” (2 copies per student)

**Setting**

A classroom

**Curriculum Areas**

Career Education/Life Skills, English

**Grade Level**

9

10

11

12

**Activity****I. Trial Job Application**

- Distribute Job Search Activity 3: Trial Job Application (page V.3–5).
- Explain that job applications differ, but most ask similar questions. By collecting the information requested on this form, students will be better prepared to quickly and accurately complete a job application.
- Ask students to complete the trial application.
- Write the school address on the board so they can easily complete that part of the form. (5 minutes)

**II. Discussion**

- Review the parts of the application. Make sure no one has any questions about what information to put in each location on the form.
- Review the Employment History section and ask what kinds of jobs students have listed there. Encourage them to list jobs such as baby-sitting, pet-sitting, and lawn mowing and help them figure out what to put in the blanks. For example, the response in the “Company/Location” blank for babysitting could be “Various” and “Reason for Leaving” could be “Job Ended.”

**DISCOVER®**



**III. Homework (optional)**

- a. Give them a second copy of the Trial Job Application, so they can make a clean copy of their answers if their first form is full of corrections.



## Job Search Activity 3: Trial Job Application

### FOR ADMINISTRATORS

PERSONAL INFORMATION				
Name: _____		Social Security No. _____		
Last	First	M.I.		
Address: _____		Home Telephone No. _____		
Street				
_____		Work Telephone No. _____		
City, State, Zip				

  

EMPLOYMENT INFORMATION				
What is the position for which you are applying? _____				
What is your availability for work?				
Hours Per Week _____	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time	<input type="checkbox"/> Any time except: _____	
Have you worked for this company before?	<input type="checkbox"/> No	Yes, from _____ to _____		
Are you legally able to work in the United States?	<input type="checkbox"/> No	Yes		
Are you 18 years of age or older?	<input type="checkbox"/> No, I'm _____	<input type="checkbox"/> Yes		
Are you related to anyone who currently works for our company?	<input type="checkbox"/> No	<input type="checkbox"/> Yes		
To _____	who is my _____			
Name	Relationship			
Have you ever been convicted of a felony?	<input type="checkbox"/> No	<input type="checkbox"/> Yes		
If yes, give a brief description, including date(s):				

  

EDUCATION				
NAME AND ADDRESS OF SCHOOLS ATTENDED	FROM Mo/Yr	TO Mo/Yr	Indicate Highest Grade Level Completed	DEGREE/MAJOR
High School			9 10 11 12	
College			1 2 3 4	
Graduate			1 2 3 4	
Other			1 2 3 4	

  

RECORD OF U.S.A. MILITARY AND RESERVE STATUS	
SERVICE DATES:	
FROM Month _____ Year _____	TO Month _____ Year _____
Branch _____	Reserve Unit _____
Reserve Meeting Dates _____	
Summarize skills, training, or qualifications:	



**Job Search Activity 3: Trial Job Application**

**FOR ADMINISTRATORS**

**Job Search Activity 3—Instructions**

**EMPLOYMENT HISTORY**

List each job held. Start with your present or last job. Account for all time during the last 3 years. Also include voluntary and/or part-time experience.

May we contact your current employer for a reference?  Yes  No

COMPANY/ LOCATION	FROM Mo/Yr	TO Mo/Yr	JOB TITLE	SUPERVISOR'S NAME & NUMBER	STARTING SALARY	FINAL SALARY	SPECIFIC JOB DUTIES	REASON FOR LEAVING

**SKILLS**

List any special skills that you have which may relate to the position for which you are applying (such as word processing skills, computer skills, etc.)

**PROFESSIONAL/PERSONAL REFERENCES**

NAME	ADDRESS	PHONE NUMBER	OCCUPATION
1.			
2.			
3.			

**READ THE FOLLOWING CAREFULLY, THEN SIGN AND DATE THE APPLICATION**

1. Information that I have provided on this application is true and correct to the best of my knowledge. Any false statement or deliberate omission of facts will be justification for refusal of employment, or if employed, termination.
2. You may verify all the information provided by me, including but not limited to education and employment, and may use an outside company to conduct the investigation.
3. I consent to take a pre-employment medical examination, if required, and any future physical examinations as may be required by the company.
4. As a condition of employment a drug screening urinalysis is required. Failure to successfully complete the required drug screening process will result in rejection.
5. I understand that if I am employed, my employment is for no specific term. I further understand that my employment is terminable, with or without notice, at the will of either myself or the Company. This means that I can resign at any time and for any reason, and the Company may terminate my employment at any time and for any reason not prohibited by law.

Applicant's Signature \_\_\_\_\_

Date \_\_\_\_\_



## Job Search Activity 3: Trial Job Application

FOR STUDENTS

### EMPLOYMENT HISTORY

List each job held. Start with your present or last job. Account for all time during the last 3 years. Also include voluntary and/or part-time experience.

May we contact your current employer for a reference?  Yes  No

COMPANY/ LOCATION	FROM Mo/Yr	TO Mo/Yr	JOB TITLE	SUPERVISOR'S NAME & NUMBER	STARTING SALARY	FINAL SALARY	SPECIFIC JOB DUTIES	REASON FOR LEAVING

### SKILLS

List any special skills that you have which may relate to the position for which you are applying (such as word processing skills, computer skills, etc.)

### PROFESSIONAL/PERSONAL REFERENCES

NAME	ADDRESS	PHONE NUMBER	OCCUPATION
1.			
2.			
3.			

### READ THE FOLLOWING CAREFULLY, THEN SIGN AND DATE THE APPLICATION

- Information that I have provided on this application is true and correct to the best of my knowledge. Any false statement or deliberate omission of facts will be justification for refusal of employment, or if employed, termination.
- You may verify all the information provided by me, including but not limited to education and employment, and may use an outside company to conduct the investigation.
- I consent to take a pre-employment medical examination, if required, and any future physical examinations as may be required by the company.
- As a condition of employment a drug screening urinalysis is required. Failure to successfully complete the required drug screening process will result in rejection.
- I understand that if I am employed, my employment is for no specific term. I further understand that my employment is terminable, with or without notice, at the will of either myself or the Company. This means that I can resign at any time and for any reason, and the Company may terminate my employment at any time and for any reason not prohibited by law.

Applicant's Signature \_\_\_\_\_

Date \_\_\_\_\_



## Job Search Activity 4: Resume Builder

### OVERVIEW

**Purpose**

To assist students in completing an online resume in DISCOVER.

**Learning Objective**

- Students will prepare a resume suitable for giving to an employer.

**Time Required**

20 minutes

**Materials Needed**

- Student worksheet: Job Search Activity 4: “Resume Builder” or DISCOVER tokens printed with logon instructions.(if not already issued)

**Setting**

A classroom, with optional access to computer workstations with Internet access. If computer access is not available in the classroom, the worksheet can be provided as homework with instructions to complete it for the next class meeting.

**Curriculum Areas**

All subjects

**Grade Level**

9

10

11

12

**Activity**

Either hand out the Resume Builder (page V.4–3), or have students logon to DISCOVER with their user ID and password (or create a password, if they don't already have one).

Ask students to complete the categories in the Resume Builder for which they have information. For example, if they have no work experience that part can be left blank.

If they are using a computer, ask them to get a Printer-Friendly Resume Report when they finish. (5–10 minutes)

# DISCOVER®



## **Discussion**

Break the group into pairs. In each pair, ask one person to share his/her answers with the other person. The listener should then make suggestions about wording improvements and other information that could be added. After about 5 minutes, ask them to switch roles.

If they used DISCOVER to enter the information, ask them to make corrections. If they used worksheets, ask them to log on to DISCOVER and enter the information.

## **Homework (optional)**

Ask them to share the printout from DISCOVER with their parents, another adult, or a friend and ask for advice on how to make the information look as good as possible.





### My Skills Summary

Describe your job-related skills. For each skill, name the skill, then describe accomplishments that illustrate the use of the skill.

Skill Name:

Description of Skill:

Skill Name:

Description of Skill:

Skill Name:

Description of Skill:

Skill Name:

Description of Skill:

Skill Name:

Description of Skill:

### My Educational History

Enter as much information as you can. For example, if you are in high school, enter the name and location of your high school, the year you expect to graduate, and your current GPA. As you progress further in your education, fill in more information.

Degree:

Major:

School Name:

City and State:

Year:

GPA:



Degree:	Major:
School Name:	
City and State:	
Year:	GPA:
Degree:	Major:
School Name:	
City and State:	
Year:	GPA:
Degree:	Major:
School Name:	
City and State:	
Year:	GPA:
Degree:	Major:
School Name:	
City and State:	
Year:	GPA:

<b>My Relevant Coursework</b>
List courses you have taken that relate to your job objective.
Course Name:
Course Name:
Course Name:
Course Name:
Course Name:



### My Work Experience

For each job you have held, list the job title, company, location (city and state), start and end dates, and a brief description of what you did.

Job Title:

Company:

Company Location:

Start Date (month/year):

End Date (month/year):

Description of Duties:

Job Title:

Company:

Company Location:

Start Date (month/year):

End Date (month/year):

Description of Duties:

Job Title:

Company:

Company Location:

Start Date (month/year):

End Date (month/year):

Description of Duties:

Job Title:

Company:

Company Location:

Start Date (month/year):

End Date (month/year):

Description of Duties:

Job Title:

Company:

Company Location:

Start Date (month/year):

End Date (month/year):

Description of Duties:



<b>My Special Qualifications</b>
List all certificates, licenses or other accomplishments that qualify you for the job you are seeking. For example, if your job goal includes driving, list your driver's license.
Name of Certificate, License, or Accomplishment:  Organization: Date:
Name of Certificate, License, or Accomplishment:  Organization: Date:
Name of Certificate, License, or Accomplishment:  Organization: Date:
Name of Certificate, License, or Accomplishment:  Organization: Date:
Name of Certificate, License, or Accomplishment:  Organization: Date:



### My Community Service

Which volunteer services have you provided to your community? List the organization you worked for, what you did, and dates (month/year).

Your Role:

Organization:

Start Date:

End Date:

Your Role:

Organization:

Start Date:

End Date:

Your Role:

Organization:

Start Date:

End Date:

Your Role:

Organization:

Start Date:

End Date:

Your Role:

Organization:

Start Date:

End Date:



**My Extra-Curricular Activities**

In which sports, clubs, hobbies, or other activities have you participated? List the activity, your role (office, member, etc.) and dates (month/year).

Your Role:

  
  

Activity:

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Your Role:

  
  

Activity:

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Your Role:

  
  

Activity:

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Your Role:

  
  

Activity:

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Your Role:

  
  

Activity:

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_



### My Awards or Honors

List any awards or honors you may have received. List the title of the award, the organization giving you the award, and the date you received it (month/year).

Award:

Organization:

Date:

Award:

Organization:

Date:

Award:

Organization:

Date:

Award:

Organization:

Date:

Award:

Organization:

Date:

**My References**

List the names of people who would be willing to talk to employers about your ability to do the job. Also list the relationship of the person to you (for friends or relatives) or job title (for supervisors or teachers) and phone number.

Name of Person:

Relationship or Title:

Work Phone:

Home Phone:

Name of Person:

Relationship or Title:

Work Phone:

Home Phone:

Name of Person:

Relationship or Title:

Work Phone:

Home Phone:

Name of Person:

Relationship or Title:

Work Phone:

Home Phone:

Name of Person:

Relationship or Title:

Work Phone:

Home Phone:

**The Next Steps**

In the “My Portfolio” section of DISCOVER, choose the “Resume Builder” link and enter this information. When you finish, use the “Printer-Friendly Resume Report” to print a resume that you could give to an employer.





## Job Search Activity 5: Evaluating a Job Offer

### OVERVIEW

**Purpose**

To help students learn how to evaluate job offers.

**Learning Objective**

- Students will practice evaluating a job offer and learn one technique to make this easier.

**Time Required**

20 minutes

**Materials Needed**

- Student worksheet: Job Search Activity 5: “Evaluating a Job Offer.”

**Setting**

A classroom

**Curriculum Areas**

Career Education/Life Skills

**Grade Level**

9

10

11

12

**Activity****I. Distribute Handout V.5–4, Evaluating a Job Offer**

- Ask the students what they would like in the job and write their answers on the board. Or use the “Barb Smith” example.
- Ask them to complete the Evaluating a Job Offer handout (page V.5–4), Pros, and Cons columns. (*5 minutes*)

**II. Discussion**

- Ask them to share their answers. Ask if they would accept the job.

**III. Homework (optional)**

- Discuss their decision with a parent, other adult, or friend and see if that person agrees with their decision.



## Job Search Activity 5: Evaluating a Job Offer

---

### FOR ADMINISTRATORS

Barb Smith, a recent high school graduate, answered the ad below for a sales job:

#### **Description**

\*\*\*\*\* GET EXCITED \*\*\*\*\*

Are you a sports-minded individual looking to get your career started in an upbeat energetic environment? Are you looking for a new challenge with opportunity for growth?

We are Acme Marketing Inc., and are currently seeking candidates to grow into a management role within a company that provides hands-on training and development. Founded in November of 2004, our fresh and innovative approach to marketing and client retention has proven invaluable to our current Fortune 500 client, resulting in explosive growth in their present market share.

#### **Requirements**

Because this position is entry level, no experience is necessary as we provide full paid training. An applicant must possess the following qualities:

- Integrity
- Positive and Winning Attitude
- Outstanding Work Ethic
- Ambition and Drive
- Highly Competitive

Ideal candidates are sports-minded, super-achievers who thrive in a competitive environment. Financial rewards and promotions are determined by merit, not seniority. Interested parties should send their resume to Fran Fleming, Sales Manager at Acme Marketing Co.

Barb interviewed with the Acme Marketing Co. and found out that they sell gym equipment for schools—everything from gym floor mats to volleyball equipment to basketball backboards. Acme, she has been told, sells the best gym equipment in the world. The Acme equipment lasts a long time and is very expensive. Last year, she was told, the average Acme Marketing Co. representative worked 60 to 75 hours a week and made \$125,000. After the interview, Barb got a phone call and was offered a sales position with Acme.





## Job Search Activity 5: Evaluating a Job Offer

---

### FOR STUDENTS

Barb Smith, a recent high school graduate, answered the ad below for a sales job:

#### **Description**

\*\*\*\*\* GET EXCITED \*\*\*\*\*

Are you a sports-minded individual looking to get your career started in an upbeat energetic environment? Are you looking for a new challenge with opportunity for growth?

We are Acme Marketing Inc., and are currently seeking candidates to grow into a management role within a company that provides hands-on training and development. Founded in November of 2004, our fresh and innovative approach to marketing and client retention has proven invaluable to our current Fortune 500 client, resulting in explosive growth in their present market share.

#### **Requirements**

Because this position is entry level, no experience is necessary as we provide full paid training. An applicant must possess the following qualities:

- Integrity
- Positive and Winning Attitude
- Outstanding Work Ethic
- Ambition and Drive
- Highly Competitive

Ideal candidates are sports-minded, super-achievers who thrive in a competitive environment. Financial rewards and promotions are determined by merit, not seniority. Interested parties should send their resume to Fran Fleming, Sales Manager at Acme Marketing Co.

Barb interviewed with the Acme Marketing Co. and found out that they sell gym equipment for schools—everything from gym floor mats to volleyball equipment to basketball backboards. Acme, she has been told, sells the best gym equipment in the world. The Acme equipment lasts a long time and is very expensive. Last year, she was told, the average Acme Marketing Co. representative worked 60 to 75 hours a week and made \$125,000. After the interview, Barb got a phone call and was offered a sales position with Acme.

**DISCOVER®**



1. If you were Barb, what questions might you have about the job before accepting the job offer?

2. What would make the job attractive to you?

3. What would make the job unattractive to you?

