

TEACHER'S NAME: Michele C.

REEP LEVEL(s): 100/150

LIFESKILLS UNIT: Work

LESSON OBJECTIVE: Fill out simplified job application.

TECHNOLOGY INTEGRATION (if any): overhead projector

LANGUAGE SKILLS TARGETED IN THIS LESSON (X all that apply):

Speaking Listening Reading Writing

ESTIMATED TIME: 2 hours

RESOURCES AND MATERIALS NEEDED:

- File: *JobApp_conversationgrid*
- File: *JobApp_conversationcards*
- File: fictional story from Module on Resume & Cover Letter
- File: blank application sheets "JobApp_form"
- transparencies and dry erase markers

Additional Resources:

- job application templates: Ventures Basic and One; Futures One; All-Star 1
- online form generators: Google docs; Survey Monkey, Microsoft Forms
- REEPworld Online Work Stories; other work-related language practice websites via Student Links page on www.reepworld.org

LESSON PLAN AND TEACHER'S NOTES

Prerequisite: 100 unit objectives 1. Given visuals of occupations, identify job titles and tasks; 2. Describe present and past jobs. 150 unit objectives: 1. Identify job titles; 2. Ask and answer questions about past and present employment.

Review/Warm up:

personal information Q&A (conversation cards, first matching Q&A, then asking each other – create from chart in "100-150_JobApp_conversationgrid") Cross-ability pairs could have Student A ask a random question and Student B write their personal response.

Motivation/Background Building:

"I want to get a job at Giant supermarket. What do I need to do? What information do I need to give the manager?" (make a list in small groups for 5-10 minutes. Report back, spokesperson reads the list, teacher writes list on board) This will help to know students areas of prior knowledge and needs. Encourage any reactions to deal with as a class throughout the lesson: "Are job applications 'easy, so-so, or difficult' to complete?"

Presentation:

Teacher models filling out a job application with her own (modified) information using an overhead projector and transparency. This will be the same application that the students use. (See "100-150_JobApp_form" file) Students are given a list of questions to ask the teacher as they fill in the forms along with her. (See 100-150_JobApp_conversationgrid" file)

Practice:

Students read a story containing the information of a fictional person and use that character's personal information to complete the same application. Pairs exchange papers to correct each other's work. (Cross-ability pairings; use a story from Module on Resume & Cover Letter).

Application:

Students use same list of questions to fill out their own application. Follow up activity for comprehension and evaluation: students in pairs. They exchange papers so that Student A has Student B's application and vice versa. Student A asks Student B the questions one by one. Student B says their personal answer. Student A checks the application to make sure that the same information is written as it said. If there are discrepancies, the responding students must make the correction. Activity after both students in the pair (or trio) have had a chance to ask/check and respond/correct.

Extension Activities for the Classroom and Beyond:

See online job application lesson plan

100-150 Online Job Application, Part 2 ...

TEACHER'S NAME: Michele C.

REEP LEVEL(s): 100/150

LIFESKILLS UNIT: Work and Technology

LESSON OBJECTIVE: Complete an online job application

TECHNOLOGY INTEGRATION: Objective #14 of [REEP Technology Curriculum](#) - Complete and print out online forms.

LANGUAGE SKILLS TARGETED IN THIS LESSON (X all that apply):

Speaking Listening Reading Writing

ESTIMATED TIME: 60 minutes (**in computer lab**)

RESOURCES AND MATERIALS NEEDED:

- completed paper job application worksheet
- basic navigation handout
- computers connected to Internet
- web-based job application form created by teacher for Work Unit language practice for beginning levels (sample MS Word form provided for uploading to a website or wiki)
- ½ sheet on how to print the job application

Additional Resources:

- job application templates: Ventures Basic and One; Futures One; All-Star 1
- online form generators: Google docs; Survey Monkey, Microsoft Forms
- REEPworld Online Work Stories; other work-related language practice websites via Student Links page on www.reepworld.org

LESSON PLAN AND TEACHER'S NOTES

Prerequisites: See lesson plans [100-150 Intro-Computers](#) and [100-150 Navigation](#).

Review/Warm up: Basic navigation vocabulary review (flashcards, TPR with screenshot from previous lesson, etc)

If there has been a time gap since the students completed their personal job application worksheet, have them review the information in pairs. Student A looks at Student B's JobApp_conversationgrid worksheet and asks them questions for each line of information, checking to see if they say the same information that they've written.

Motivation/Background Building:

"Are computers important for finding a job?" "for completing a job application?" Enlist responses. "More and more, we need to complete a job application on a computer. Today we are going to practice how to complete a job application on the computer. We call it an 'online job application'.

What does 'online' mean? Bring your completed job application to the computer lab. We will do this activity with our partners. Let's help each other. When we complete the online job application, we will print it out on paper and make sure we typed it correctly. What do you think? Easy – so-so – or difficult?"

Presentation 1:

Teacher models how to navigate to the URL that has the online job application

Practice 1:

Students navigate to the URL that has the online job application and STOP. Ask them to turn OFF their monitor at this point, but not their CPU.

Practice 2:

Teacher models how to fill in the online job application, using the information of the fictional character from previous lesson in this Module, and with the students' spoken assistance. Teacher models how to save and/or print the completed online job application

Application:

Students turn 1 monitor on for the pair, then complete the online job application with their personal information from their completed paper job application, in cross-tech-ability pairs for one student in the pair. Students seek assistance from Teacher or Lab Assistant to first SAVE their work and then to PRINT it. (Teacher may want to use a communal flash drive to save the students' work and later make it available.

Students save and/or print the completed online job application, and compare their typing to their handwritten worksheet. Make corrections together, such as how to make capital letters.

Extension activity for the classroom and beyond:

Students bring a sample job application from the community and groups of 3 cross-ability choose one to review together and complete for one student's information. Then repeat the same application information for a different student in the group. Have the highest level student lead this activity and have the lowest level student echo the responses. Field questions and concerns.

Instructions: First, listen to your TEACHER. Write his/her answers under “My teacher.” Second, write your answers under “Me.” Finally, ask your partner the questions and write his/her answers under “My partner.”

Question	A. My teacher	B. Me	C. My partner
1. What's first name?			
2. What's your last name?			
3. What is your middle initial?			
4. What is your address?			
5. What's your telephone number?			

6. Are you 18 years or older?			
7. What's your Social Security number?			
8. Where was your last employer?			
9. When did you work there?			
10. What was your position?			
11. Where did you go to school?			
12. When you go to that school?			
13. Please sign your name. <i>(signature)</i>			

Job Application conversation cards

1. What's first name?	8. Where was your last employer?
2. What's your last name?	9. When did you work there?
3. What is your middle initial?	10. What was your position?
4. What is your address?	11. Where did you go to school?
5. What's your telephone number?	12. When did you go to school?
6. Are you 18 years or older?	13. Please sign your name. (signature)
7. What's your Social Security number?	

