

TEACHER'S NAME: Michele C.

REEP LEVEL(s): 400/450

LIFESKILLS UNIT: Work and Technology

LESSON OBJECTIVE: Complete online job application for teacher evaluation, specifically on use of active and descriptive language development for clarifying work experience.

Language:

- 450: 2. Identify steps in finding a job and access job information & resources, including the Internet. 3. Fill out job applications.
- 400 Related to units on Personal Timelines and Business Letter Writing

Objectives from REEP Technology Curriculum: 7, 11-14, 16

TECHNOLOGY INTEGRATION: Computer lab with Internet access, email accounts

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

Speaking Listening Reading Writing

ESTIMATED TIME: 4 hours (3 hours in the classroom, 1-2 hours in the computer lab over 2 sessions)

RESOURCES AND MATERIALS NEEDED:

- Handout file: 400-450_JobAppNeedsAsst_worksheet
- Handout file: 400-450_OnlineEmploymentApplicationPractice_handout
- Action Words: Understanding the use and function of action words and Clarity and Brevity: Achieving Brevity and Clarity in Describing Experience available at <http://www4.caes.hku.hk/epc/resumes/downloads.htm>
- Handout file: 400-450_Active Language-worksheet
- Sample printable authentic job applications: <http://www.job-applications.com/>
- Online interactive employment application template resources:
 - Microsoft Office templates: <http://office.microsoft.com>
 - NIC Simulated Online Kiosk/Job Application <http://nicic.gov/Library/022996>
 - Software: WinWay Resume (available in REEP computer labs)
- Related Resources:
 - Virginia Career View website <http://www.vaview.org/68/careersq/career-search>
 - *Ventures Transitions Student Book* Unit 4 Effective Job Applications, pp. 38-41

TEACHER'S NOTES

Employment seekers increasingly find that businesses and organizations prefer, or even require, applicants to complete job applications online or through a computerized kiosk. To be prepared to complete computer-based job applications, adult ELLs need to have their personal and professional information on hand and be comfortable dealing with variability in the language and interface of applications from employer to employer.

To these ends, this lesson plan aims to support the adult ELLs with: (1) active and descriptive language development for clarifying work experience; (2) comparing and managing authentic application resources; and (3) practice navigating and completing varying electronic or online job applications for teacher evaluation and feedback.

A note on pre-requisite technology skills: Online and kiosk job applications call for a basic competency in computer and Internet navigation skills. Students might also need basic competency in using email as companies are increasingly requiring employment seekers to create free accounts (unique login/password), that usually require email verification, in order to complete an online job application. Such basic competencies are noted in the REEP Technology Curriculum and are covered in other Modules, as well as on websites listed in the Computer Skills Practice section of the Student Links page on www.reepworld.org. The teacher should conduct a needs assessment to support differentiated instruction in these areas.

A note on differentiation: The 400/450 level classes at REEP generally have groups of students who do not have personal goals related to finding a job. For that reason, the activities could be held during lab periods as other students continue on with self-directed learning of their choosing.

LESSON PLAN:

Warm-up: 5 minutes speaking

In small groups, give students 3 minutes to brainstorm a list of the best ways to find a job. In the 2 minute debrief of ideas, create a list on the board of the students' responses. Tell them that if they mention "Internet" they need to provide more details about the resource and how they use it. Among the responses will likely be: friends, family, transfer, networking, newspaper, social networking websites, job websites, community bulletin boards, inquire at the business (cold calls), etc..

Motivation and Background Building: 10 minutes speaking, 10 minutes writing

Elicit prior knowledge and assess interest in the topic of job applications by having students discuss the following questions in pairs, and then collect their individual written responses. You can dictate the questions to the students and then reveal them on the handout so they can check for accuracy (see *JobAppNeedsAsst_Worksheet_400-450.doc*):

1. Have you ever filled out job applications?
2. Were they print-based or computer-based?
3. What is most challenging about completing job applications?
4. Would you like to devote some time in class with preparing for or improving how you complete a job application?
 - If yes, what type of work would you like to focus on in your language practice?

Debrief as a group and make note of the challenges with completing job applications that students mention and can be addressed during the lesson.

Presentation: 30 minutes

Students will practice identifying and using more descriptive, active language in describing their work experience and accomplishments. (Handout: “Action Words” *Understanding the use and function of “action” words* available at <http://www4.caes.hku.hk/epc/resumes/downloads.htm>) The teacher can create a modified version of this worksheet to include fewer words to support level 400. The teacher can also assign the online interactive version of this activity, which is modified to choose synonymous pairs of words: http://www4.caes.hku.hk/epc/resumes/action_words_matching.htm)

In pairs or small groups, students read the “before” and “after” descriptions and identify on their own what is different. Afterward, teacher offers answers. (Handout: “Clarity and Brevity” *Achieving Brevity and Clarity in Describing Experience* available at <http://www4.caes.hku.hk/epc/resumes/downloads.htm>)

Practice & Evaluation: 30 minutes

After working through an example together in the Presentation step, students will now try their hand at creating an active description in a bulleted list from a shared fictional narrative about “Joanna,” using the multilevel handout *Practice with Active Language_400-450.doc*.

Application and Evaluation: 60 minutes

Students write a narrative for their work experience by position held, including both regular duties and accomplishments. Students will also create a bulleted list of active language, as was done in the fictional examples. The teacher may look over the work, but leave substantive recommendations for the review of the online job application exercise.

Management tip: Have students with like-interests exchange papers and advise each other, in the classroom and during the following computer lab activities.

In the 1st computer lab... 60 minutes

Pre-select an online job application template for students to complete, save, and send to you as an email attachment, specifically for review of the descriptive, active language they use.

Management: If you use a Microsoft Office employment application template for this activity, see handout *OnlineEmploymentApplicationPractice_handout_400-450.doc*. (NIC Simulated Online Kiosk/Job Application <http://nicic.gov/Library/022996> is a free download with audio. REEP teachers and students have access to the software WinWay Resume.) Whatever you choose, you can modify the technical instructions in the handout to align with your chosen resource.

Give students a time limit on this activity, so that you can confirm receipt of their email attachment before computer lab is over. Try to review their completed job applications and respond via email before the next computer lab class.

In the 2nd computer lab class... 60 minutes

For those students who are interested to continue expanding and improving their vocabulary in descriptive, active language in their area of work interest, provide career websites for researching and taking notes. REEP teachers and students have access to the software WinWay Resume, which provides sample descriptions of responsibilities by job title. Instructions: Click on > *Resume* > *Experience* > *Description* tab > *Auto Writer* button > choose a field or job title from the drop down menu and explore example descriptions of job responsibilities and accomplishments to edit and personalize. If there's interest, have students complete a Career History Journal and/or complete another online job application template for your review, but including the additional information they found in their research.

Management tip: Students with like-interests advise each other.

Extension for the Classroom and Beyond:

Interested students can print various authentic resources for job applications and compare and discuss as a small group. Sample printable authentic job applications: <http://www.job-applications.com/>

Job Applications Needs Assessment Worksheet

Instructions: Read the questions and write your responses in complete sentences. Discuss your responses with a partner.

1. Have you ever filled out job applications?
2. Were they print-based or computer-based?
3. What is most challenging about completing job applications?
4. Would you like to devote some time in class with preparing for or improving how you complete a job application?
 - If yes, what type of work would you like to focus on in your language practice?

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 - If yes, what type of work would you like to focus on in your language practice?

Online Employment Application Practice

Project overview:

Part 1: Complete an employment application and send it to your teacher as an email attachment in order to get feedback.

Part 2: Research descriptive and active language for your areas of work interest and keep notes in your career history journal on this paper.

Instructions:

1. Go to <http://office.microsoft.com>
2. Do a keyword search of “employment application”
3. Select a template of your choosing and click on it.
4. Click on the Download button, then click on “Accept” at the Microsoft Serve Agreement screen. The application will automatically launch Microsoft Word.
5. Fill in the fields with as much detail as you can provide.
6. Save the file to the Desktop as such “myname_resume.doc” (for example “Michele_resume.doc)
7. Send the completed employment application to your teacher as an email attachment.
 - a. Create a new email message and attach the completed application file.
 - b. In the message, start by addressing your teacher “Dear _____,” Explain the file that is attached to the email and that you would like feedback on it. Include any questions you have about the information in the application or about the online job applications process in general. In closing, express appreciation for your teacher’s time.
 - c. Your teacher’s email address is _____.



My Career History Journal

Job Title _____ Company: _____

Address: _____

Telephone: _____

Supervisor name/title: _____ OK to contact? (circle) Y N

Start date: _____ End Date: _____

Start salary: _____ End Salary: _____

Duties/Responsibilities:

Skills:

Equipment used:

Accomplishments/Promotions:



Arlington Education & Employment Program (REEP)
Arlington, Virginia, USA
(703) 228-4200
<http://www.apsva.us/reep>

Practice with Active Language

Teacher notes:

The following description is provided as a means for students to check accuracy during the activity. However, it should not be taken as an absolute in how to write an active description for the character Joanna's work experience. The students may offer appropriate variations during debrief of the activity once the work has been checked.

Following this first page are 3 multilevel variations of the worksheet in increasing difficulty – A = low, B=medium, C=high. This allows the teacher to address multilevel needs and still have all students work towards the same culminating language goal. For example, the lowest level students could receive the matching activity and then help (through conversation, not copying) the higher level students finish the task, since their worksheets offer only guidance.

Teacher can follow up with an activity that accomplishes the same practice using students' descriptive writing or modified versions to keep anonymity.

Answer key:



Hi! I'm Joanna. I was a sales associate for three years at Leeds Department Store, from 2004 to 2007, where I **provided** customer service and **helped** maintain the sales floor. In 2008, I **received a promotion**, at Leeds, because I consistently **exceeded** my sales goals by 15% and displayed leadership skills. I was very attentive to customers and always kept the floor well-organized. In fact, many customers came back to see me for help with their shopping. I've been the assistant manager for women's apparel since that time. As the assistant manager, I **assist** with hiring people, and motivating our sales associate team, which has 14 people. I also **prepare** daily sales reports and bank deposits, and create the annual sales goal. Our sales goal last year was \$1.5 million and we made \$1.75 million! Last year, I also **helped** to reduce turnover from 3:1 to 4:1.

Leeds Department Store
Assistant Manager for Women's Apparel, 2008-present
Sales Associate, 2004-2007

- **exceeded** department sales goal by 17%
- **helped** to reduce turnover from 3:1 to 4:1
- **assist** with hiring, training, and motivating sales associate team of 14 employees
- **prepare** daily sales reports and bank deposits, **create** annual sales goals
- **promoted** from sales associate in 2008 for consistently exceeding sales goal by 15% and displaying leadership skills



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Practice with Active Language

Handout A

Instructions: Read Joanna's story about her job. Then, work with a partner to discuss what information is important to highlight from Joanna's story for a job application or resume. Write the abbreviated, active language in the space provided.



Hi! I'm Joanna. I was a sales associate for three years at Leeds Department Store, from 2004 to 2007, where I provided customer service and helped maintain the sales floor. In 2008, I received a promotion, at Leeds, because I consistently exceeded my sales goals by 15% and displayed leadership skills. I was very attentive to customers and always kept the floor well-organized. In fact, many customers came back to see me for help with their shopping. I've been the assistant manager for women's apparel since that time. As the assistant manager, I assist with hiring people, and motivating our sales associate team, which has 14 people. I also prepare daily sales reports and bank deposits, and create the annual sales goal. Our sales goal last year was \$1.5 million and we made \$1.75 million! Last year, I also helped to reduce turnover from 3:1 to 4:1.

Instructions: Match Column A with Column B to create active descriptions for Joanna's work experience at Leeds's Department Store.

Leeds Department Store
Assistant Manager for Women's Apparel, 2008-present
Sales Associate, 2004-2007

- | | |
|-----------------------------------------------------------|-----------------------------------------------------------------|
| 1. exceeded | a. sales associate team of 14 employees |
| 2. helped to | b. bank deposits, create annual sales goals |
| 3. assist with hiring, training, and motivating | c. department sales goal by 17% |
| 4. prepare daily sales reports and | d. exceeding sales goal by 15% and displaying leadership skills |
| 5. promoted from sales associate in 2008 for consistently | e. reduce turnover from 3:1 to 4:1 |

Practice with Active Language Handout B

Instructions: Read Joanna's story about her job. Then, work with a partner to discuss what information is important to highlight from Joanna's story for a job application or resume. Write the abbreviated, active language in the space provided.



Hi! I'm Joanna. I was a sales associate for three years at Leeds Department Store, from 2004 to 2007, where I provided customer service and helped maintain the sales floor. In 2008, I received a promotion, at Leeds, because I consistently exceeded my sales goals by 15% and displayed leadership skills. I was very attentive to customers and always kept the floor well-organized. In fact, many customers came back to see me for help with their shopping. I've been the assistant manager for women's apparel since that time. As the assistant manager, I assist with hiring people, and motivating our sales associate team, which has 14 people. I also prepare daily sales reports and bank deposits, and create the annual sales goal. Our sales goal last year was \$1.5 million and we made \$1.75 million! Last year, I also helped to reduce turnover from 3:1 to 4:1.

_____ Department Store
Assistant _____ for _____, _____ -
present
Sales _____ - _____

- _____ department sales goal by _____ %
- helped to _____ turnover from 3:1 to 4:1
- _____ with hiring, training, and _____ sales associate team of 14 employees
- _____ daily sales reports and bank deposits, _____ annual sales goals
- _____ from sales associate in 2008 for _____ exceeding sales goal by 15% and _____ skills

Practice with Active Language Handout C

Instructions: Read Joanna's story about her job. Then, work with a partner to discuss what information is important to highlight from Joanna's story for a job application or resume. Write the abbreviated, active language in the space provided.



Hi! I'm Joanna. I was a sales associate for three years at Leeds Department Store, from 2004 to 2007, where I provided customer service and helped maintain the sales floor. In 2008, I received a promotion, at Leeds, because I consistently exceeded my sales goals by 15% and displayed leadership skills. I was very attentive to customers and always kept the floor well-organized. In fact, many customers came back to see me for help with their shopping. I've been the assistant manager for women's apparel since that time. As the assistant manager, I assist with hiring people, and motivating our sales associate team, which has 14 people. I also prepare daily sales reports and bank deposits, and create the annual sales goal. Our sales goal last year was \$1.5 million and we made \$1.75 million! Last year, I also helped to reduce turnover from 3:1 to 4:1.

Company Name: _____
Current Title: _____, 2008-present
Previous Title: _____, 2004-2007

- (sales goal accomplishment)

- (staffing accomplishment)

- (regular responsibilities as assistant manager regarding staff)

- (regular responsibilities as assistant manager regarding sales and reports)

- (promotion description, time, and reason)

