# Ready for work – Stage 5

Duration: 5 lessons (50-60 minutes in length)

## Educative purpose

The purpose of this learning sequence is to provide students with the knowledge and skills to successfully overcome the challenge of applying for work. They have an opportunity to develop a resume and participate in a role play job interview. Through this process students reflect on the personal strengths that they possess and how these strengths may be utilised in vocational opportunities.

## Syllabus content

All outcomes referred to in this unit come from [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

* PD5-1 assesses their own and others’ capacity to reflect on and respond positively to challenges

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| Key inquiry question | Syllabus content |
| How can people respond positively to life challenges? | * predict future challenges and opportunities and the skills required to manage these in a positive way
	+ recognise personal strengths and demonstrate skills required to apply for work, eg develop a résumé, analyse job advertisements, complete a job application, investigate interview techniques
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## Learning activity description

### Resume writing

#### Learning intention

Students learn to apply their strengths and their understanding of the features of a quality resume to create and use a personalised resume.

#### Success criteria

Students:

* can reflect upon and highlight how their personal strengths are viewed as employability skills
* have an understanding of the characteristics of a quality resume
* clearly outline their skills and experience in their resume.

#### Activity 1: Identifying strengths and job options

* Watch the introductory video About Job Jumpstart: How we can help you [jobjumpstart.gov.au/video/about-job-jumpstart-how-we-can-help-you](https://www.jobjumpstart.gov.au/video/about-job-jumpstart-how-we-can-help-you) (duration 1:05). Record a reflection.
1. Outline three skills/ personal strengths/ characteristics you would bring to a job.
2. Identify two industries you would like to work in and why.
3. Describe your dream job and justify your reasons.

#### Activity 2: What do employers want?

* Students read the article: What do employers want? [www.jobjumpstart.gov.au/article/so-what-do-employers-want](https://www.jobjumpstart.gov.au/article/so-what-do-employers-want)
* After reading through the article, students complete the following statements in response to the article:
	+ I see
	+ I think
	+ I wonder.
* Students access and complete the resume quiz to explore the do and don’ts of writing a resume. [jobjumpstart.gov.au/resume-quiz](https://www.jobjumpstart.gov.au/resume-quiz)

#### Activity 3: Creating a resume

* Students:
	+ open a resume template on a word processing program, such as Microsoft Word, or download an online resume template [jobjumpstart.gov.au/article/resume-templates-why-and-how](https://www.jobjumpstart.gov.au/article/resume-templates-why-and-how)
	+ read through the build your basic resume article [jobjumpstart.gov.au/article/build-your-basic-resume](https://www.jobjumpstart.gov.au/article/build-your-basic-resume). Use the advice in the article to create their resume, beginning with the ‘start simple’ section. If students already have a resume they can edit it based on the tips included in the article.
	+ find an employment opportunity that suits their current needs using [jobsearch.gov.au](https://jobsearch.gov.au/) to identify the suitable position. When identifying the suitable position, students should consider their education, sport and home commitments.
	+ Once a suitable position has been selected, students tailor their resume to suit the position, using the tips included in the article.

#### Activity 4: Peer review

* Students upload their completed resume into ‘[Peergrade](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/588?clearCache=6204c692-d18c-d5c8-c742-9589972e24df)’ or share via another class based process for peer feedback.
	+ For students working offline; they are encouraged to engage their parents/ caregivers, siblings or neighbours in the review process.
* Peers provide feedback using the ‘2 stars and a wish’ template (see appendix). Students can use the [resume quality check](https://www.jobjumpstart.gov.au/sites/default/files/tools/2019/09/resume_quality_check_-_tip_sheet_-_sept_19.pdf) on the Job Jumpstart website to guide their feedback.
* Students review the feedback provided, make edits and share their completed resume with the teacher via class processes, such as upload to an online platform e.g. Google Classroom, Microsoft Teams, email or send back with other work via a USB.

#### Activity 5: Reflection

Closing question: Regarding your resume; considering the information and skills you learnt today, complete the statement: I used to think…… now I think……

### Job interview

#### Learning intention

Students display their personal strengths and communication skills when confidently participating in a job interview.

#### Success criteria:

Students:

* can reflect upon and highlight their employability skills
* have an understanding of the characteristics of a quality job interview
* display confidence and preparation in a job interview

#### Activity 1: Millenial job interview

Students:

* watch the following video: [A millennial job interview](https://www.youtube.com/watch?v=Uo0KjdDJr1c) (duration 2:50)
* answer the questions in response to the video.
	+ What connections do you draw between the video and your own life?
	+ What ideas, positions, or assumptions do you want to challenge or argue with in the video?
	+ What key concepts or ideas do you think are important and worth holding on to from the video?
	+ What changes in attitudes, thinking, or action are suggested by the video, either for you or others?

#### Activity 2: Job search

* Students use the [job search website](https://jobsearch.gov.au/job/search) to find a:
	+ realistic position with consideration of their current experience
	+ dream position.
* For each position, students, outline:
	+ the skills and personal strengths they would bring to the position
	+ why they selected those positions.

**Teacher note:** Encourage students to keep their responses in a document such as Google doc and submit or share them at checkpoints throughout the learning sequence. They should then submit all responses at the end of the lesson. This allows for formative assessment opportunities and teacher feedback to be delivered at various stages to promote learning and growth.

#### Activity 3: Employability skills

* For the jobs selected in the activity above, students take on the role of the employer and consider the following questions.
	+ Describe the immediate impression you would hope to see from an ideal employee?
	+ Justify the [employability skills](https://www.jobjumpstart.gov.au/article/what-are-employability-or-soft-skills) the employee should be able to display and provide reasons these skills are crucial to the position.
	+ Explain the prior experience that would be ideal for each position.
	+ Write 3 interview questions you would ask them to check their suitability for the role.
* Online learning option
	+ Share the job description and the answers to the questions as a post in an online platform (Google classroom, MS Teams).
	+ Class members like or comment on the specific positions they are interested in. Each class member is required to like or comment on 2 positions. The first 2 students who apply for the position are given a job interview.
	+ Class members schedule a suitable interview time with each other. This can be done using a collaborative class document. The interview will occur via an online video conferencing platform like Zoom, MS Teams or Google Hangouts.
* Offline learning option
	+ Submit the job descriptions to the teacher.
	+ Using the example job descriptions and interview questions in the appendix, students select a position that they are interested in.

#### Activity 4: Preparing for interview

* Students read [‘Preparing answers to common job interview questions’](https://www.jobjumpstart.gov.au/article/preparing-answers-common-job-interview-questions) and [‘Basic tips for job interviews’](https://www.jobjumpstart.gov.au/sites/default/files/tools/2019/07/job_interview_basics_tip_sheet.pdf). Use a Y chat to record what a quality interview looks like, feels like and sounds like while reading the article.
* For online learning, students share their answers from above in a collaborative document, for example Google docs. Students should consider these suggestions when preparing for their job interviews.
* As the teacher, role play a job interview responding to three questions to model effective interview process. This should be recorded as a video and shared with students. If it is synchronous the teacher should engage the students in the interview and review **process**.
	+ Ensure you include evidence of quality preparation, positive body language, deep understanding of the position.
	+ Following the interview, deconstruct the interview highlighting what you did well and how you could improve for next time.

**Teacher note:** it is important that you successfully model self reflection and feedback in order to create a safe, supportive environment for students to roleplay their job interview.

#### Activity 5: Job interviews

* Online learning: Using video conferencing (Skype, MS Teams, Zoom), students participate in the job interviews that were organised in the previous activity.
	+ Each student should have an opportunity to be an interviewer and interviewee on two occasions.
	+ The interviewer reads the questions on the job advert, the interviewee responds to the questions.
	+ Students may wish to ‘dress up’ to ensure they are suitably dressed for the interview.
* Offline learning: Using video recording, students respond to the interview questions listed in the job description they selected as well as the job description they created.
	+ Each student is required to complete two job interviews
	+ Students should look into the camera when responding to simulate the camera being the interviewer.
	+ Students may wish to ‘dress up’ to ensure they are suitably dressed for the interview.
	+ The finished recordings should then be saved and submitted to the teacher on a USB

**Teacher note:** Students should be instructed on the safe use of online technology. It may be deemed more suitable to have another student act as an observer in the interview. Students should also be encouraged to blur their background during the interview.

With student permission the online interview could be recorded and used as a formative assessment tool in the same way offline submissions would be.

#### Activity 6: Interview feedback

* At the completion of each interview, participants reflect on the following questions:

The applicant (self reflection):

* + rate your ability to confidently answer the questions. Why?
	+ rate your presentation skills? Why?
	+ rate your ability to project yourself into the position. Why?
	+ If I had a second chance, I would….

The interviewer (peer/ teacher (offline) reflection:

* + what impressed you about the applicant?
	+ what could the applicant do to make them more suitable for the position?
	+ any other feedback for the applicant?

Teacher note: These responses should be used by the teacher to provide feedback to students.

#### Activity 7: Reflection

Students reflect on their learning and record answers to the following.

* + Identify 3 tips for a successful job interview.
	+ Describe 2 personal strengths that you displayed in the job interviews and provide detail of how they were used in a positive way.
	+ Explain one thing you will ensure you do when attending an official job interview and the reason it is the most important.

## Job opportunities

### Personal trainer

Seeking a fun, energetic person with excellent communication skills. Applicants need to be able to display self motivation, good organisational skills and a good understanding of anatomy and physiological movements. Prior experience in helping and/or leading others and living a physically active lifestyle is also important.

Interview questions:

1. Describe a time when you helped others to achieve their goals.
2. Describe the personal strengths that you would bring to the role.
3. How you would communicate with a client who lacked motivation in order to achieve their goals.

### Carpenter

We are looking for a motivated apprentice formwork carpenter. The candidate should be able to work as part of a team while also showing initiative when working on individual tasks. The candidate needs to display a willingness to learn and have some experience using hand and power tools.

Interview questions:

1. Describe a time when you successfully worked as part of a team.
2. How would you apply your personal strengths to the role.
3. Describe a time when you learnt something for the first time. How did you overcome that challenge?

### Accountant

We are looking for an energetic, ambitious candidate to thrive in this role. The applicant is required to have experience in problem solving and is solution focused. The applicant is required to be organised and be a valued member of a team.

Interview questions:

1. Describe a time when you successfully overcame a problem. What skills did you use? What was the impact?
2. Describe the personal strengths that you bring to the role.
3. Describe how your communication skills help you work in a team.

### On screen media personality

We are seeking an energetic, confident person with excellent communication skills. The applicant needs to have experience in performing and be willing to improvise. The applicant needs to be able to work well as part of a team and be willing to follow instructions.

Interview questions:

1. Describe your experience in performing
2. How will your personal strengths ensure you are successful in this role
3. Describe a time you successfully worked as a part of a team

### Primary school teacher

Seeking a confident, self motivated person who has a willingness to get the best out of others. The candidate is required to work well as part of a team, be well organised, and have strong communication skills. The candidate should have experience in helping and leading others.

Interview questions:

1. Describe a time when you helped others achieve their goals.
2. Describe the personal strengths that you would bring to the role.
3. Consider a time when you set and achieved a goal. Describe the process. What was the impact/ result?

## 2 Stars and a wish peer feedback

Use this scaffold to provide feedback to your peers that is kind, specific and helpful.

When reviewing your peers work, choose two of the ‘star’ sentence starters.

**Star sentence starters**

* I really liked the way you…
* I enjoyed reading the part when…
* You did a great job…
* I noticed you…
* It was a smart idea to…
* It was interesting how…
* You grabbed my attention when…

When reviewing your peers work, choose one of the ‘wish’ sentence starters.

**Wish sentence starters**

* How do you feel about adding…
* Maybe you can come up with a better way to…
* An idea might be to…
* Have you considered…
* I wonder if…