



**8th Grade • Career Acquisition • English**

<b>Competency</b>	<b>13.2.8A</b> Identify effective speaking and listening skills used in a job interview.
<b>Lesson Topic</b>	How to speak and listen too!
<b>Subject</b>	English
<b>Length</b>	One class period
<b>Materials</b>	<i>Speak and Listen Interview</i> worksheet, pencil
<b>Evaluation</b>	Students will be able to recognize appropriate speaking and listening skills.

**Procedure:**

1. Teacher leads a classroom discuss on what to do and what not to do at a job interview.
2. Discussion is interactive, and answers are recorded on the board under two columns: Do and Don't.

Examples of answers:

<b>Do</b>	<b>Don't</b>
<ul style="list-style-type: none"><li>• Introduce yourself to the receptionist or secretary and state the reason why you are there.</li><li>• Greet by name the person who will interview you.</li><li>• Smile.</li><li>• Sit quietly until the interviewer begins the interview.</li><li>• Maintain a good posture.</li><li>• Maintain eye contact with the interviewer.</li><li>• Listen carefully.</li><li>• Show that you are interested in the job.</li><li>• Use good manners, please and thank you!</li><li>• Be brief, positive, and honest when answering questions.</li><li>• Wait until the end of the interview to ask questions.</li></ul>	<ul style="list-style-type: none"><li>• Use slang words or offensive language.</li><li>• Interrupt the interviewer.</li><li>• Show how nervous you are!</li><li>• Move around a lot in your seat or play with your fingernails.</li><li>• Chew gum or candy.</li><li>• Look away when the interview is looking at you.</li><li>• Speak too quietly or too loudly.</li></ul>

3. Students will participate in a job interview role-play.



## PA Academic Standards for Career Education and Work

4. Students are paired. The teacher assigns one student as the interviewer, the other the applicant. Students should be prepared to switch roles at the end.
5. The teacher assigns a job title, company name, and some information about the job for the interview.
6. Teacher provides students with the *Speak and Listen Interview* worksheet. When students switch roles, another sheet is distributed.
7. Students interview their partner by asking questions about themselves and the job they are applying.
8. Once the interview is complete, teacher can time this interview for as short or long as needed. The interviewer will evaluate the applicant using the *Speak and Listen Interview* worksheet.
9. After students have switched roles, they will share the completed worksheet with each other.



## Speak and Listen Interview Worksheet

Applicant Name: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

**Circle yes or no about the person who you interviewed.**

Did they shake your hand and greet you?	YES	NO
Did they introduce themselves?	YES	NO
Did they sit down when you told them to?	YES	NO
Were they nervous?	YES	NO
Were they polite and nice?	YES	NO
Did they answer your questions?	YES	NO
Did they interrupt?	YES	NO
Did they avoid giving all yes and no answers?	YES	NO
Did they move around a lot in their seat?	YES	NO

**Answer the following questions about yourself.**

Was it hard to be the applicant? Why?

Was it hard to be the interviewer? Why?

What should you do at the end of an interview as both the applicant and the interviewer?



**8th Grade ▪ Career Acquisition ▪ English, Computer**

<b>Competency</b>	<b>13.2.11B</b> Evaluate resources available in researching job opportunities, such as, but not limited to CareerLink, internet, networking, newspapers, professional associations, resource books.
<b>Lesson Topic</b>	Job search
<b>Subject</b>	English, Computer
<b>Length</b>	One class period
<b>Materials</b>	Internet access, <i>Job Search</i> worksheet, pencil
<b>Evaluation</b>	Students will explore researching a job by using the internet and newspaper classified ads.

**Procedure:**

1. Teacher provides students with the *Job Search* worksheet, internet access, and newspaper classified ads.
2. For the internet, the teacher should write a list of websites for job seekers on the board; these can include CareerLink, newspaper websites, Monster, etc.
3. Students research internet postings and newspaper postings and complete the questions on the *Job Search* worksheet.
4. Answers are shared with the group at the end of class.



## Job Search Worksheet

Name: \_\_\_\_\_

**Answer the questions below.**

1. Where was the easiest place for you to find information about jobs in your community?

Why?

2. Which internet job search site did you like the best?

3. Which Internet job search site did you not like?

Why?

4. Where can you find information on jobs in other states?

5. During your search, was the career you are interested in listed? If so, describe the position and details in the ad. If not, choose any job and describe the position and details of the ad below.



**8th Grade ▪ Career Acquisition ▪ English, Computer**

<b>Competency</b>	<b>13.2.8C</b> Prepare a draft of career acquisition documents, such as, but not limited to, job application, letter of appreciation following an interview, letter of introduction, request for letter of recommendation, resume.
<b>Lesson Topic</b>	Items needed to apply for a job/college
<b>Subject</b>	English, Computer
<b>Length</b>	Five class periods or more as needed
<b>Materials</b>	Class period 1— <i>Job Application</i> worksheet Class period 2— <i>Thank You Letter</i> worksheet Class period 3— <i>Cover Letter</i> worksheet Class period 4— <i>Letter of Recommendation</i> worksheet Class period 5— <i>Resume Writing</i> worksheet
<b>Evaluation</b>	Students will learn how to complete sample documents needed when applying for employment: job application, thank you letter, cover letter, request for letter of recommendation, resume.

**Procedure:**

**Class Period 1—Job Application**

1. Teacher discusses the importance of being able to prepare and complete documents needed for employment.
2. Teacher provides students with the *Job Application* worksheet and *Job Application Tips*.
3. Students complete the application as a homework assignment and are advised they can use volunteer work, clubs, sports, or babysitting jobs for employment information. If students do not have any of these items to list, they can create places they have worked by looking up businesses in the local newspaper or phone book.
4. Teacher collects assignment for credit.



### **Class Period 2—Thank You Letter**

(This can be two class periods in length, with one class in the computer lab typing a thank you letter.)

1. Teacher explains that after applying and interviewing for a job, it is customary to send a thank you letter to the employer.
2. Teacher explains that although an employer may provide an email address, it is common courtesy to mail a thank you.
3. Teachers distribute the *Thank You Letter* worksheet to students to complete.
4. Discuss thank you letter tips.
  - Take the opportunity to highlight strengths and to add on anything you did not answer well or forgot to mention during the interview.
  - Shows continued interest and excitement for the position and the company and shows that you look forward to accepting the opportunity.
  - Create each thank you letter so the interviewer/recruiter remembers who you are, which will help you stand out.
  - Be genuine, real, and sincere.
  - Send a thank you letter immediately after an interview. Mail it as soon as possible so it is received before the hiring decision is made.
  - Get each interviewer's business card at the interview, so you have their contact details for the thank you letter and for following up.

### **Class Period 3—Cover Letter**

(This can be two class periods in length, with one class in the computer lab typing a cover letter.)

1. The teacher asks the class what a cover letter is and why it is useful in applying for a job.
2. The teacher briefly lists the reasons a cover letter is helpful:
  - Provides a summary of wanting to work at the organization
  - Shows qualifications for the position
  - Gets the attention of the employer
  - Most employers require a cover letter and will not consider applications without one.
3. Have students cut a help wanted ad out of the classifieds section of the local newspaper (you may need to save a week or two worth of the paper to have enough for the entire class).
4. Students must write a cover letter for the job using both the *Cover Letter Tips* and the *Cover Letter* worksheet.



#### **Class Period 4—Request for Letter of Recommendation**

1. Teacher starts a class discussion on what a letter of recommendation is and why employers request the information.
2. Teacher can assign the *Letter of Recommendation* worksheet as homework for credit.

#### **Class Period 5—Resume**

(This activity can take place at the end of a class period with a homework assignment, with another class period taking place in a computer lab that involves the actual creation of an electronic version of a student resume.)

1. Teacher discusses resumes and the important role they play in the application, interview, and hiring process.

Discussion points:

- Resumes are often required in addition to applications, and many times, employers ask for a resume without an application.
  - A resume represents you (the student) and the accomplishments achieved.
  - Use correct spelling, punctuation, capitalization, and grammar.
  - Someone should always review your resume and the job description to see if they sound alike.
2. Teacher assigns homework of *Resume Writing* worksheet.

#### **Next Day—Two Options**

Teacher reviews *Resume Writing* worksheets and makes another assignment in one of two ways:

1. Computer lab work (in class)—With teacher guidance, students create an electronic and printed version of their resume. This can be used for their file and can be passed on to the guidance department.
2. Homework (weekend assignment to allow for time if students do not have a home computer or a printer and need to go to the library or elsewhere)—Students create an electronic and printed version of their resume and hand this in for credit. These resumes can be passed on to the guidance office for their permanent files.



(Class Period 1)

## Job Application Tips

Employers require many documents when applying for a job. A job application is one of these items. This application is used to determine if you are neat, accurate, and honest, can follow directions, and can spell!

Some employers will not let you take an application out of the office or out of the job center. To avoid having to make multiple trips, always have all of the information you need with you.

- Be prepared.
  - Take a pen with you, not a pencil.
  - Take a copy of your resume.
  - Have addresses, phone numbers, dates, and contact information of all the places you have worked.
- Read the application form before you fill it out.
- Follow the directions.
- Write nicely and neat.
- Give short but descriptive answers.
- Be honest.
- Answer all of the questions the best that you can.
- Do not cross things out or put X's through them.
- When asked about salary, answer openly; many employers have a salary amount already for the position.
- Check and recheck your application once it is complete.
  - Did you spell everything correctly?
  - Do you have phone numbers for all of your references?
  - Does it look neat and readable?
  - Did you list a phone number where you can be reached?
- Leave your resume or send you resume along with your application when applying

**Special tip:** Your voicemail message can be fun and cool, but when applying for jobs, take the music off and speak nicely and clearly, so the employer knows they reached the right person. You would not want to miss out on a job because of an inappropriate song or comment you left on your voicemail message.





(Class Period 2)

## Thank You Letter Worksheet

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Dear Mr./Ms. Last Name: \_\_\_\_\_

**Paragraph #1:** Thank the person you interviewed with for meeting with you. Note that you are very much interested in the position with that organization. Provide your example here:

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**Paragraph #2:** Explain the reasons why you are an excellent candidate for the job. Provide examples or specific skills you have that make you the best person for the job:

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**Paragraph #3:** Did you forget to mention something at the interview that you would like the employer to know? State it here. If you don't have anything to add, move on to Paragraph #4.

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**Paragraph #4:** Tell the interviewer again how thankful you are for the interview and you look forward to hearing from someone soon. Provide your example here:

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Closing: Sincerely,

(Your Signature)

Your Typed Name



(Class Period 3)

## Cover Letter Tips

### 1. How should the letter look?

- It should be typed neatly.
- Print on one side of plain white paper (nothing fancy or fragranced).
- It should not contain any smudge marks (drink rings or pen marks).
- Use spell check! Make sure you check your spelling, capitalization, and punctuation.
- Make sure you are sending it to the correct person and that you spelled their name correctly.
- Include the date at the top of the letter.
- Even though you have typed your letter, sign it at the end too.

### 2. What should the letter say?

- Mention the job you are applying for.
- Mention where you found or heard about the job.
- Explain why you would like to have the job (not just for the money though!).
- Summarize the main points on your resume that are similar to the job you are applying for.
- Request an interview and provide how you can be reached (include a phone number and an email address).

### 3. How should the letter end? (Examples)

- I look forward to hearing from you.
- Thank you for your time in reviewing my qualifications.
- If you would like to further discuss my skills I can be reached at (provide a phone number).

### 4. What else should be done?

- Close the letter with "Sincerely."
- Sign your name in cursive writing.
- Type your name at the end.



### Cover Letter Worksheet

Your Name: \_\_\_\_\_  
Your Address: \_\_\_\_\_  
Your City, State, Zip Code: \_\_\_\_\_  
Your Phone Number: \_\_\_\_\_  
Your Email Address: \_\_\_\_\_  
Date: \_\_\_\_\_

### Employer Contact Information

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State, Zip Code: \_\_\_\_\_

Dear Mr. /Ms. Last Name: \_\_\_\_\_

**Paragraph #1:** Include the reason why you are writing. State the position you are applying for and where you found the position listed. Provide your example here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Paragraph #2:** Make the reader want to give you an interview or appointment. Show strong connections between your skills and what they are asking for in the job listing. **Use a few small paragraphs** to explain yourself instead of one big one. Provide your example here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Paragraph #3:** End the letter by thanking the employer for considering you for the position, you hope to hear something soon, and how you can be reached. Provide your example here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Closing: Sincerely,

(Your Signature)  
Your Typed Name



(Class Period 4)

## Letter of Recommendation Worksheet

Today's Date: \_\_\_\_\_

### Recipient's Contact Information

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

### Greeting

Thank you for writing a letter of recommendation for me. I would appreciate your writing the letter as early as your schedule allows; however, I will pick it up on \_\_\_\_\_ (provide a date and stick to it).

### Personal Background

Educational background (schools and special classes relating to desired job):

\_\_\_\_\_

\_\_\_\_\_

Job or volunteer experience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Awards/achievements/honors/scholarships: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Clubs, activities, sports, and/or student government participation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interests and/or community service (hobbies, clubs, volunteer work, sports, church, etc.):

\_\_\_\_\_

\_\_\_\_\_



## PA Academic Standards for Career Education and Work

Personal and professional life goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Something special or unique about me that I would like to have mentioned in the letter:

\_\_\_\_\_  
\_\_\_\_\_

### **Job Background**

The job I am applying for is: \_\_\_\_\_

The person to whom you should write the letter: \_\_\_\_\_

Title/position: \_\_\_\_\_

Business address: \_\_\_\_\_

Phone: \_\_\_\_\_

Why I feel I am qualified for the job (skills, experience, personal qualities): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### **Thank the writer**

Thank you for your assistance.

Closing: Sincerely,

(Your Signature)  
Your Typed Name



(Class Period 5)

## Resume Writing Guide

**Full Name:** It is important to include your full name on your resume. You do not want the employer wondering if you are a male or female. For example, the name Alex can be used for both; Alexander and Alexandria are more specific.

**Address, City, Zip:** Make sure you use the address and phone number where you can be reached. If you use your cell phone, you may want to make sure the song and message is not offensive or too long.

**Objective:** This area is to explain the kind of work you would like to do.

**Qualifications:** Use this area to explain why you are a strong candidate for the job. Use strong action words to describe your background, strengths, and accomplishments.

**Education:** Although you are still in school, you can list the grades you have completed and even list your elementary or middle school. It is also OK to list your future plans; for example, maybe you plan on taking a college prep course or attending a career and technology center.

**Skills:** Take note of the skills the job description is asking for; do you have any of these skills? If so, give an example of how your skills would be beneficial in the job position.

**Work History:** So you think because you are still in school that none of your past work experience matters? Not true. Maybe you have babysat, been a dog walker, mowed grass, or shoveled snow; these are all services and jobs that you can list on your resume.

**Volunteer Experience:** You may find that you do not have any work history but have helped coach a team, helped at a community organization, or even volunteered at your church. Employers find this information to be very important because it helps them to know a bit of your “character.” A person’s character is a set of qualities that make somebody stand out.

**Honors and Awards:** Include anything that you have received from school, church, or your community. This can include grades, sports, music, and art—anything that you have been given an award for.



## Resume Writing Worksheet

Your Name: \_\_\_\_\_

Your Address: \_\_\_\_\_

Your City, State, Zip Code: \_\_\_\_\_

Your Phone Number: \_\_\_\_\_

Your Email Address: \_\_\_\_\_

Objective:

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Qualifications:

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Education:

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Skills:

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Work History:

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Volunteer Experience:

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Honors and Awards:

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**8th Grade ▪ Career Acquisition ▪ English, Computer**

<b>Competency</b>	<b>13.2.8D</b> Develop an individualized career portfolio including, but not limited to, achievements, awards/recognitions, career exploration results, career plans, community service involvement/projects, interests/hobbies, personal career goals, selected school work, self-inventories.
<b>Lesson Topic</b>	Career portfolio
<b>Subject</b>	English, Computer
<b>Length</b>	Two class periods
<b>Materials</b>	Class period 1— <i>All About Me</i> worksheet, pencil Class period 2—You and your guidance counselor
<b>Evaluation</b>	Students will learn parts of a career portfolio through self-exploration exercises.

**Procedure:**

**Class Period 1**

1. Teacher provides students with the *All About Me* worksheet and explains that all of the things that they do at home, at school, and in the community are important.
2. Students record the results from their learning styles quiz and also list their achievements, sports, and activities on the worksheet.
3. The teacher explains the reason for this lesson is because throughout school students will need to complete a career portfolio for college, work, and volunteering in the community.
4. The teacher has the option of keeping these worksheets and passing them on the guidance office for record retention.

**Class Period 2**

(This class should be in cooperation with your guidance department staff and counselors.)

1. Guidance counselor explains the importance in developing a career portfolio and the benefits of this tool in school, after high school, and in the world of work.
2. Guidance counselor explain each part of the career portfolio, including, but not limited to:
  - Achievements
  - Awards/recognitions
  - Career exploration results
  - Career plans
  - Community service involvement/projects
  - Interests/hobbies
  - Personal career goals
  - Selected school work
  - Self-inventories
3. Guidance counselor reminds students of the support and services that are available at the guidance office.



### All About Me Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in the information below using experiences from home, from school, or in your community!

List any awards or honors you have received:

Are you involved in community service activities? If so, what?

What are your interests or hobbies?

What are your favorite subjects in school?

Are you on any sports teams? Do you help with any sports teams?

What do you want to do after high school? Why?



### 8th Grade ▪ Career Acquisition ▪ English

<b>Competency</b>	<b>13.2.8E</b> Explain in the career acquisition process and the importance of essential workplace skills/knowledge, such as, but not limited to, commitment, communication, dependability, health/safety, laws and regulations, personal initiative, self-advocacy, scheduling/time management, team building, technical literacy, technology.
<b>Lesson Topic</b>	Career lingo
<b>Subject</b>	English
<b>Length</b>	One class period
<b>Materials</b>	Vocabulary words (listed below), dictionary, paper, pencil
<b>Evaluation</b>	Students will learn definitions to the words associated with the career acquisition process.

#### Procedure:

1. The teacher writes the following words on the board for students:
  - Commitment
  - Communication
  - Dependability
  - Health/safety
  - Laws and regulations
  - Personal initiative
  - Self-advocacy
  - Scheduling/time management
  - Team building
  - Technical literacy
  - Technology
2. On paper, students define the above-listed words, using a dictionary or computer (if available). Students must also use the word in a sentence along with their own name. If there is not enough time left in class, students can complete the assignment for homework.
3. Answers are shared aloud with the class.
4. If desired, these words can be used for a vocabulary test.