

		B8-L2
Job Search	Core Competency: B8	Level 2, Intermediate
Conduct a job search		
Time to complete: 180 minutes		
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Understand the process of conducting a job search. 2. Identify the most successful ways of searching for a job. 	
Cross Competencies	H75 Demonstrate familiarity with a variety of technologies H78 Demonstrate basic computer skills H81 Demonstrate an ability to search for information on the internet	
State Standards	Career and Vocational/Technical Education: Content Standards 1 and 5 Workplace Competencies: Content Standards 1, 2 and 6	
Resources		
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
<ul style="list-style-type: none"> • B8L2WS1 Action Plan • B8L2ACT1 Informational Interviewing 		<ul style="list-style-type: none"> • <i>The Job Hunting Handbook</i>, 4th edition, Dahlstrom & Co. • Montana Career Information System www.mtcis.intocareers.org • <i>Occupational Outlook Handbook</i> • The FEFE curriculum has an excellent lesson using THE movie “The Devil Wears Prada”. Go to their website to obtain lesson: http://fefe.arizona.edu/lessonplans/devil-wears-prada • <i>The Devil Wears Prada</i> movie

MCA	Portfolio Project	Guest Speakers	Program of Work
		Human resource officer from local firm to discuss hiring practices	
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
			Employment prep Career Exploratory Notebook

Suggested Instructional Approach		Notes
Introduction	<p>Students must have a realistic understanding of the time and energy needed to find entry-level positions. Many students are unfamiliar with where to look for jobs or believe that newspaper ads are all they need to find a job. Job hunting can be very frustrating because there are no guarantees that students will get a job because of their efforts.</p> <p>There are many ways to find out about jobs. During the "job hunt," students must be ready to experience UPS and DOWNS. They need to think of things to do to keep a positive and enthusiastic attitude while job hunting. There will be several stages to go through before a student finds the right job.</p> <p>It is suggested that the job specialist or another experienced professional work with the students who would like to explore searching for a job through the Internet.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	

<ol style="list-style-type: none"> 1. Now it's time to find a job! 2. Have the students login to their MCIS portfolios and select <u>Job Search</u> under the Occupations and Employment tab. Next have them choose SECTION MAP, visit with them everything this Job Search Section has to offer to them as far as information to use in learning how to search for a job. Highlight important information to students and then have them read through and complete the following sections: <ul style="list-style-type: none"> • Overview • Before Your Search • Make a Plan <ul style="list-style-type: none"> ○ Find Your Job Market ○ Support Services • Networking <ul style="list-style-type: none"> ○ Social Networks • Ways to Search • Contact Employers • Agencies and Listings • Online Searches • Job Fairs 3. Review students responses, monitor for student understanding. 4. Distribute <u>B8L2WS1 Action Plan</u>. Complete as directed. 5. Distribute <u>B8L2ACT1 Informational Interviewing</u>. This is one of the activities discussed in MCIS Job Search section. 6. Help students brainstorm a list of people or places they may find available for an interview. 7. Role play or provide other opportunities for students to practice calling for an appointment, greeting the interviewee, asking and responding to questions, shaking hands, and minding manners. 8. Have students share their interview responses and what they learned. 9. Did the interview help any of the students find a job or a job lead? <p>Remind students to record the information from the interview in their Job Portfolio.</p>	
<p>Assessment</p>	<p>Completion of Information Interview and Action Plan</p>
<p>Supplemental Activities</p>	<ul style="list-style-type: none"> • The FEFE curriculum has an excellent lesson using THE movie "The Devil Wears Prada". Go to their website to obtain lesson. http://fefc.arizona.edu/lessonplans/devil-wears-prada Show the movie "The Devil Wears Prada." This movie demonstrates that young professionals beginning their path in the workforce may have to accept a job other than their first choice to be able to pay their bills. Discuss with students how job choices and different decisions can lead to unexpected results. This movie contains profanity, view prior to showing to determine if it is appropriate for your class.

	<ul style="list-style-type: none">• Organize a session for students to share experiences in locating and following up job leads. Write the answers on flip charts or the board.• Role-play informational visits or “cold calls” to employers.• Provide a bulletin board so students can share job leads with other students. For instance, if a student finds that the local fast food restaurant is hiring more than one person they could share that lead with others through posting on the bulletin board.• Invite an employer to speak to the class about the job search process and employment practices used by his/her company.
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