

10 Use Other Resources to Find the Right Employer

TRANSITION OBJECTIVE

Students will learn about six other resources in addition to their network that they can use to find employers with job openings.

RELEVANCE TO SUCCESSFUL TRANSITION

Although the most effective way to find employers is through networking, there are other sources for this information, such as want ads, yellow pages, the Internet, community agencies and business journals. In this lesson students will learn how to use six of these resources.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

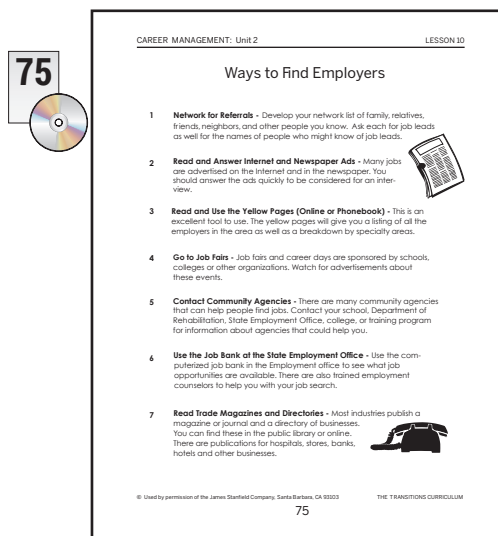
I can find the right job for me by . . .

☐ **STEP 2:** Convene Roundtable

"I don't need to wait for a job opening because _____."

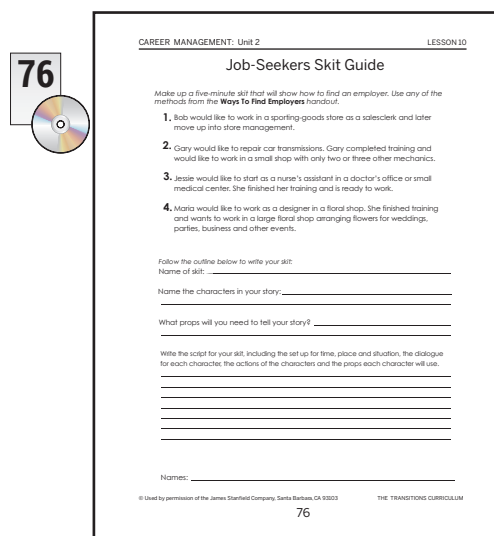
□ STEP 3: Advance Organizer

"Today you will learn how to use other resources to find employers with job openings."



☐ STEP 4: Activity - 20 Minutes - Day 1

Remind students of the story **Mark's Determination** from Lesson 9. Ask how Mark found all of the fire stations within 100 miles of his home and write student responses on the board. Tell students that although their network is the most effective way to find the right employer, there are other sources of information for finding names and addresses of specific employers. Using a screen image of **Ways to Find Employers**, discuss each of the resources listed.



❑ STEP 5: Activity - 25 Minutes - Day 2

Divide students into six groups. Using the **Job Seekers Skit Guide**, each group will develop and rehearse a five-minute skit presentation to teach the class how to find employers. Have props available for student. Explain the rubric on the **Skit Critique** on which their grade will be based.

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CAREER MANAGEMENT: Unit 2 LESSON 10

Skit Critique

Each student will critique and evaluate their own group as well as one other group assigned by the teacher.

Name of Skit: _____

The skit for this group:	poor	Group Rating			okay	excellent
Held my attention	1	2	3	4	5	
Had interesting characters	1	2	3	4	5	
Had a good story line	1	2	3	4	5	
Helped me understand how to use the job search method	1	2	3	4	5	

Add the numbers for a total score: _____ Find percentage: _____

Name of Skit: _____

The skit for this group:	poor	Group Rating			okay	excellent
Held my attention	1	2	3	4	5	
Had interesting characters	1	2	3	4	5	
Had a good story line	1	2	3	4	5	
Helped me understand how to use the job search method	1	2	3	4	5	

Add the numbers for a total score: _____ Find percentage: _____

Grading:
A = 90-100%
B = 80-89%
C = 70-79%
D = 50-49%

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❑ STEP 6: Activity - 25 Minutes - Day 3

Groups will perform their skits. As each skit is performed, all students in the audience will complete a **Skit Critique**. After the last skit students should give the critiques to the respective groups, who will read them, tally their score and percentage, then return them to the teacher.

❑ STEP 7: Evaluate Outcomes

One method I will use to find a specific employer is "_____."

❑ STEP 8: Connecting Activity

Have students perform skits for another class or have students choose three different resources to find 10 employers related to their area of interest.

KEY WORDS

Job Bank**Job Fair****trade magazine****journal****critique****MATERIALS AND PREPARATION**

- Student Handouts: **Ways to Find Employers**, page 75; **Job Seekers Skit Guide**, page 76; **Skit Critique**, page 77.
- Prepare to have props available for skits, such as newspapers, telephone books, telephones, poster paper and markers, hats, suit coats, ties, skirts, scarves, magazines, etc.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Math, Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing
- Personal Qualities: Sociability, Self-Esteem, Self-Management