



CALM

Grades 10-12

LANDING THE JOB

SUBJECT AREA: CALM

GRADE: 10-12



GENERAL LEARNER OUTCOMES

CAREER AND LIFE CHOICES–General Outcome

- Students will develop and apply processes for managing personal, lifelong career development.



SPECIFIC LEARNER OUTCOMES

C8. determine skills, attitudes and behaviours necessary to getting a position.

- identify job search strategies for volunteer and paid positions
- describe personal marketing strategies to find employment
- develop guidelines for the use of portfolios and résumés, and strategies to find the "hidden job market"



STUDENT LEARNING OBJECTIVES

- Students will identify job search strategies for paid positions
- Students will describe personal marketing strategies to find employment
- Students will develop guidelines for the use of résumés
- Students will develop strategies to find the "hidden job market"





ASSESSMENT

Students will provide evidence of learning by:

- Writing a résumé
- Writing a cover letter
- Participating in an interview
- Writing a reflection



MATERIALS

- *See Yourself in Agriculture* issue of Nourishing Minds magazine
- Computers



DIFFERENTIATION

- Aural
- Linguistic
- Interpersonal



LEARNING RESOURCES

Alberta Education Programs of Study





Essential Question: What does it take to land a job?

Students will be given copies of the See Yourself in Agriculture issue of Nourishing Minds and given time to look it over.

- The magazine can be found online or print editions can be ordered at www.agricultureforlife.ca.

The teacher will ask:

- What's something that you learned? Did anything surprise you?
- What jobs stood out to you?

The teacher will introduce the activities that will take place in the next few classes (see next page).





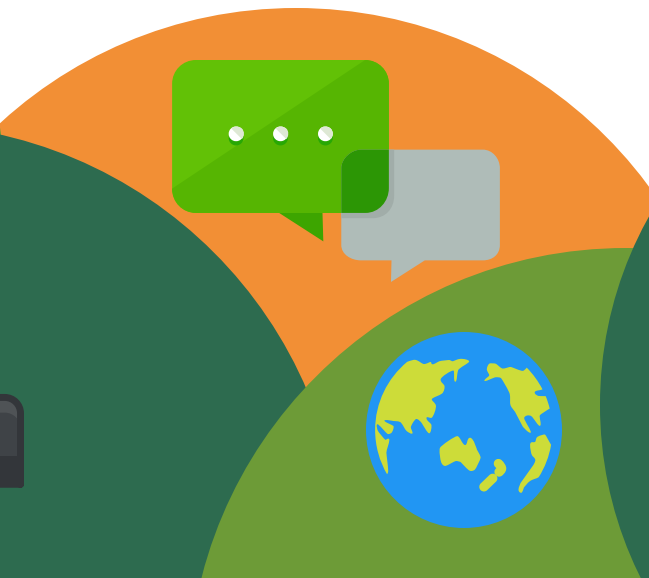
Activity #1: Create Job Postings

Students will be split into six groups and be assigned one of the following sectors: ag production, agribusiness, ag communications, plant and animal science, agtech, and environmental science.

- Students should not be placed in a sector that they are interested in applying to, to prevent bias in the interview round.

Acting as hiring managers, the students will choose a part-time or entry-level job from their sector and create a job posting using a computer.

- **Think:** What skills does this job require? What kind of person would you want to work with?
- **Sections of the posting:**
 - Who is the company? What do you do? What do you stand for?
 - What is the job position? What will be the responsibilities of the person hired?
 - What skills or attitudes are you looking for in a candidate?
 - How can the person apply? What documents are needed to apply?
 - Must ask for a resume and cover letter.
 - Use one of the group members' school emails as a way for the candidates to submit.



Activity #2: Display

- Once finished, students will print out their job postings and hang them on the classroom bulletin board or whiteboard (with magnets).
- Students will take turns looking at the job postings and take note of ones they would be interested in apply for.

-Students may take pictures with their cell phones of job postings they are interested in, so they do not need to continually return to the board to look at them.

In Following Classes:

Activity #3: Write Resume

- Students will individually choose one job posting that is of interest to them. It cannot be the one they created.
- Based on the chosen job posting, students will use the See Yourself in Agriculture issue of Nourishing Minds as a guide to write their resume.
- Resumes should be typed on a computer.

Activity #4: Write Cover Letter

- Using the See Yourself in Agriculture issue of Nourishing Minds as a guide, students will create a cover letter specifically tailored to the job of their choosing.
- Cover letters should be typed on a computer.

Activity #5: Apply

- Students will submit their resume and cover letter using their school emails.
- Students will then get into their job posting groups and look over their candidates. Using online research and the See Yourself in Agriculture issue of Nourishing Minds, the students will create interview questions and a checklist of things they hope to see from the candidates in the interview.

-Example: Handshake, dressed nicely, etc.

- Students will then give a list of their candidates to the teacher. All candidates must be included.





Activity #6: Interview

- The teacher will create time slots for each job posting and insert the names of the candidates in one of the slots.
 - The teacher will create an efficient interview schedule
 - Each job posting might take turns or if there is no overlap of students interviewing and being interviewed two might be able to go at once.
- When students enter the classroom, the time slots for each job posting will be on the board.
- The students will conduct the interviews according to the schedule. This can be done in the classroom or in another quiet area like the library.
- Students who are not being interviewed will get into partners and practice.
- Students who are finished being interviewed can complete the word search in the See Yourself in Agriculture Nourishing Minds issue or explore the ThinkAg website (www.thinkag.ca).

Activity #7: Hire

- After the interviews are conducted, students will get into their job posting groups and decide whom they would like to hire. They may only choose one per job posting.
- The groups will then present to the class who they chose to hire and why.
- The teacher may choose to give the six hired students a prize.

**Reflection:**

Based on the feedback from their peers when the hires were announced, students will write a short reflection about what they could do better in their next interview.

**Assessment:**

Students will hand in to the teacher:

- Resume
- Cover Letter
- Reflection

**Grading:**

Checklist

- Do the students follow the guidelines and tips outlined in the magazine?
- Is the reflection thoughtful and self-improving?

