

## Grade 9-12: GETTING STARTED IN YOUR DREAM JOB PATH

Students explore opportunities for gaining work experience related to their dream jobs by developing and implementing a support network action plan.

### CURRICULUM CONNECTIONS

#### Related Outcomes

This lesson will contribute to the student's ability to

- identify networks and resources to support them in pursuing their education and career goals;
- demonstrate skills in finding job opportunities such as job research, networking and contacting potential employers.

#### Related Coursework

This lesson works well in classes studying

- work experience;
- networking and the job search process;
- careers related to mathematics, sciences, and environmental studies;
- education and career planning.

### PREPARATION

#### Learning Objectives

During this lesson, students will

- describe methods of gaining career related experience and information by discussing the *Getting Related Experience* tip sheet;
- create an action plan for accessing a network of people and resources to help them achieve their education and career goals using the *Stepping Stones* worksheet;
- demonstrate effective cold calling techniques by preparing and practising a script for contacting a person/resource identified in their action plans;
- explore opportunities for gaining experience or information related to their environment sector job of interest by contacting one person/resource identified in their action plans.

**Total Time** 150 minutes

#### Material Required

- Completed *Dream Job Matrix* or a selected profile (one per student) from the EnviroCareers section of the Aboriginal EnviroCareers website
  - *Stepping Stones* worksheet and *Getting Related Experience* tip sheet available from the Build My Career section of the Aboriginal EnviroCareers website/CD-ROM (one of each per student)
  - Computer lab with access to the Aboriginal EnviroCareers website/CD-ROM for each student
  - Resources for researching support related to training, volunteering, and student employment including several copies of the telephone book including Yellow Pages or other local business directories, brochures for community organizations, and Internet access
  - Student recruit to role play a cold call with the teacher
- \*This lesson is intended to help students explore opportunities for gaining experience related to an environment sector job of interest to them, therefore, students should have identified a job of interest prior to the lesson.

### DELIVERY



#### TIME

20 minutes



#### PROCESS

1. **Introduction: Identifying Opportunities to Gain Related Work Experience** (*Brainstorming*)
  - 1.1 Introduce the topic by asking: "How can you get experience related to your dream job?"



#### TEACHER'S NOTES

- 1.1 If students have not previously identified their dream job using the *Dream Job Matrix*, focus on their career of interest.



40 minutes

- 1.2 Divide the class into small groups and distribute the *Getting Related Experience* tip sheet. Direct groups to
  - a. Read the tip sheet.
  - b. Brainstorm people and organizations within the community they could contact to gain work experience in each of the four ways described in the tip sheet.
- 1.3 Discuss each group's findings as a class. If necessary, contribute additional suggestions such as a local company or utility.
- 1.4 Distribute the *Stepping Stones* worksheet to each student, explaining: "This worksheet will help you develop an action plan for identifying and contacting people and resources who will help you achieve your career goals."
- 1.5 Review each worksheet section and directions for its completion.
- 1.6 Provide access to research sources such as the telephone book Yellow Pages or other business directories, and direct students to complete the worksheet based on their dream job. Inform students that the goal of the assignment is to identify and eventually contact real people to add to their support network.

15 minutes

2. **Main Activity: Applying for a Work Experience Opportunity** (*Role-play, Discussion, and Peer Practice*)
  - 2.1 Introduce the main activity, a role-play depicting an effective and ineffective introductory call to a potential work experience contact. Ask students to observe what the interviewee says and does, and how the interviewer responds.
  - 2.2 Explain: "Contacting a person or company to ask about gaining related experience is similar to contacting them about a job. Commonly called a cold call, when making this type of contact either in person, on the telephone or in writing, you will have to
    - a. Contact the person to introduce yourself.
    - b. Explain your request.
    - c. Convince them why they should grant it."
  - 2.3 Compile a list of guidelines for an effective cold call. Use the following questions to generate the list
    - a. How did the interviewee introduce him or herself?
    - b. What was he or she requesting? How did he or she phrase the request?
    - c. What strategies did the interviewee use to convince the interviewer to grant his or her request? What strategies might you use?

1.6 If appropriate for the class and accessible, allow students to use the telephone or email to contact organizations to get the information they require.

1.6 Encourage students to review the EnviroCareers information available on the Aboriginal EnviroCareers website/CD-ROM. Many of the jobs list potential contact organizations and resources.

2.1 Recruit a student volunteer prior to the class to role-play the interviewee. Review the qualities of effective and ineffective cold calls and appropriate responses for the interviewee.

2.3.a Guidelines for an effective introduction include items such as the student's name and the school he or she is from.

2.3.b Search for the responses that highlight an interest in the following
 

- job-shadowing;
- meeting with someone who can provide more information about career prospects, training or education opportunities;
- a volunteer opportunity;
- a part-time job or short-term work experience.

2.3.b Listen to how clearly and concisely the interviewee stated what he or she wanted and why.

2.3.c Did the interviewee clearly describe his or her career goal and how this opportunity would help him or her achieve it?



30 minutes



- d. Which role-play demonstrated the more effective cold call and why?
- 2.4 Describe: "Review your action plan. Select one person or organization to contact and decide what you will ask them about, an opportunity to job shadow, a volunteer position, part-time work, or a networking meeting.
- Research the person's contact information and the best way to contact him or her, for example by telephone, email or in person.
  - Prepare and practise your introduction and request.
  - Prepare responses to questions you may be asked during your call.
  - Present your cold call in front of the class with your partner."
- 2.5 Ask students to find a partner to work with.

30 minutes

3. **Closure and Evaluation: Comparing Career and Personal Goals**  
*(Presentation and Interviewing)*
- 3.1 Invite students to present their cold call introductions to the class.
- 3.2 Describe the assignment's final stage: "Contact the Stepping Stone person you've identified and make your request. Your goal is to gain either related work experience or information about your selected career. Report the outcome to the class in one week."



- 2.3c Did the interviewee clearly identify the person who recommended him or her and also explain where he or she found out about the position, person or organization, i.e., saw a flyer at the community centre?
- 2.4.c Students may be asked a variety of things when they call. For example, a contact may ask students to describe the types of information they're seeking or what their skills are if inquiring about volunteer or part-time work.

## SUGGESTIONS FOR ADAPTATION

- Conduct a follow-up lesson on effective interview skills to help students prepare for any meetings or next steps resulting from their initial contacts. Some students may need to develop interview questions to ask the person they are job shadowing, while others may need to prepare responses if they secure an interview for a volunteer or part-time position.
- This lesson can be adapted easily for one-on-one work in a career counselling session.