

Grade 9-12: DREAM JOB WANTED

Students explore an environmental occupation of interest and the job search process by developing job advertisements and cover letters.

CURRICULUM CONNECTIONS

Related Outcomes

This lesson will contribute to the student's ability to

- demonstrate an understanding of employability skills;
- demonstrate critical thinking and decision making skills by developing a job advertisement;
- develop a personal education and career plan to support the achievement of education and career goals;
- write persuasively about their own skills and abilities;
- demonstrate job-seeking skills and an understanding of the application process.

Related Coursework

This lesson works well in classes studying

- job-seeking skills, specifically job advertisements and cover letters;
- persuasive and/or promotional writing;
- careers related to math, science, TEK or the environment;
- employability skills.

PREPARATION

Learning Objectives

During this lesson, students will

- familiarize themselves with and apply job search terminology by developing a job advertisement for their partner's Aboriginal EnviroCareers dream job;
- discuss the job application process and the role of a cover letter;
- describe their existing and projected skills and experiences in a cover letter for their dream job;
- apply a standard cover letter format based on the sample cover letter template provided.

Total Time 60 minutes in-class and extended personal computer time

Material Required

- Students' completed *Dream Job Matrix* worksheets* and copies of the occupational profiles for each of their dream job occupations
- Paper
- Different types of job advertisements from newspapers and the Internet (see the following websites for examples: EnviroEmployment at www.cchrei.ca and Human Resources Development Canada at www.hrdc-drhc.gc.ca/common/work.shtml)

* This lesson is most effective if students have previously completed the *Dream Job Matrix* from the Build My Career section of the Aboriginal EnviroCareers website/CD-ROM.

DELIVERY



TIME

30 minutes



PROCESS

1. **Introduction: Creating a Job Advertisement**
(*Discussion and Idea Generation*)
 - 1.1 Ask the class to describe how people they know look for and get jobs. Reframe their responses as steps in a process and have the group order them as they progress. If necessary, ask students questions that lead them to answers such as advertisement, cover letter, and interview.



TEACHER'S NOTES

- 1.1 If the employment process tends to be less formal in your community, try applying the PTF strategy described below. Distinguish between a formal and informal employment process and how the employment process can vary



30 minutes

- 1.2 Explain: "One of the best ways to start your job search process is to identify a job of interest. A common way to identify a job is through a job advertisement. Today, job advertisements are posted on Internet job sites, employer websites, and in employment centres, not just in newspapers. A job advertisement's format differs depending on where it is posted, however, all job advertisements contain similar information."
- 1.3 Ask students to write down the types of information they think a job advertisement would contain.
 - a. Allow two or three minutes, and then invite students to share their lists.
 - b. Record students' responses in a visible location such as a white board or on flip chart paper and decide on the most common types.
 - c. Read aloud a few of the job advertisements you brought to class. Identify the different ways key information is described. You might point out, for example, that pay can also be called remuneration or compensation.
- 1.4 Describe: "Find a partner and write a job advertisement for his or her Aboriginal EnviroCareer dream job. Base your advertisement on the information in your partner's completed *Dream Job Matrix*. For extra information, use their related EnviroCareer profile. Include all necessary job advertisement information."
 - a. Review the list of job advertisement information generated earlier by the students.
 - b. Provide various job advertisements for students to use as examples.
- 1.5 Have students share their advertisements with their partners and then with the class.

2. Main Activity: Writing a Cover Letter
(*Structured Overview and Written Assignment*)

- 2.1. Review the cover letter's role in the job application process. Describe the process for submitting cover letters.
- 2.2 Display the sample cover letter for the class to review using overhead or other projection device. Discuss the information provided in each paragraph. Reveal the notations one at a time to summarize information required for each paragraph. Leave the sample cover letter in view.
- 2.3 Describe: "Write a cover letter for your dream job responding to your partner's job advertisement. Use the template and examples provided."

depending on employer, community, and job type. Reframe the activity: "Even though we rarely use job advertisements in our community, they are a useful way to learn about job requirements and offerings."

- 1.3 a The Personal Thinking First (PTF) strategy activates students' prior knowledge, enabling all students to contribute to the discussion. You can also reframe by asking: "What information would you want to know about a job before you apply?"
- 1.3 b Ensure the list includes: job title and level (full-time, part-time, permanent, temporary), pay, education, job duties, qualifications, work environment, and contact information.
- 1.4 Select a variety of advertisements from several sources including some that describe key information in ways that may be unfamiliar to students.

Evaluation Considerations

Did students

- follow the appropriate job advertisement format;
- include the information required by the suggested format;
- demonstrate their understanding of job search terminology;



2.4 If necessary, have students complete the cover letter as homework.

3. **Closure and Evaluation: Assessing Results**
(Peer Evaluation)

3.1 Instruct students to submit their letters to their partners for peer evaluation.



2.1 For those in communities with an informal employment process, reframe the activity: "Although many jobs in the community may not require you to write a cover letter, cover letters are a useful way to practise describing your skills, abilities and experience effectively."

2.3 Remind students they will be evaluated on their writing, spelling, and grammar skills.

Evaluation Considerations

Provide a peer evaluation rubric* appropriate for your grade covering

- letter format;
- required information;
- writing style, i.e. positive and persuasive;
- grammar, spelling, and punctuation.

*You can view a sample cover letter rubric by searching the Internet using the key words:
cover and letter and rubric.

SUGGESTIONS FOR ADAPTATION

- For Grade 11 and 12 students, rather than completing the *Predicting Success* worksheet, have students summarize their personal goals and lifestyle choices by writing a newspaper article or interview about their future self.

COVER LETTER TEMPLATE

Includes
your name
and mailing
address

Jacqueline Nault
PO Box 1030
Norway House, MB R5L 1F4

July 25, 20xx

Mr. Harold Bird
Manager, Natural Resources Secretariat
Norway House Cree Nation
Norway House, MB R5L 2F5

Addresses
proper
person by
name and
title

Refers to job
ad and where
it appeared

Dear Mr. Bird:

Please accept my application for the conservation officer job advertised in the July 23rd issue of the National Reporter. I am interested in working to protect and manage wildlife refuges.

Your ad states that the job duties include “teaching the public about outdoor safety and conservation practices.” For the past two summers, I have worked as a junior ecotourism guide with a local wildlife tour company doing similar tasks. As a junior guide, I helped provide wilderness survival and safety training to tourists. This experience allowed me to develop effective public speaking skills and to learn more about traditional ways of surviving in the bush.

Describes your
related work
experience and
highlights
special skills

Discusses
your
schooling

Recently, I completed a diploma in resource management from Keewatin Community College. During my studies, I took part in a field project about water quality on Lake Winnipeg. During this project, I collected water samples to help conservation biologists with their research. I have accurate field research and report writing skills, which are valuable skills for a conservation officer.

Refers reader
to your
resumé

Please call me at (555) 555-5555 to arrange an interview during which we can review my resume in greater detail. I look forward to discussing my qualifications with you in person. Thank you for your consideration.

Sincerely,

Jacqueline Nault