



Teachers' notes

Year level
Year 9 & 10

VELS
Level 6



Time One hour

Purpose

Explore ways of finding and applying for jobs, courses and volunteer work, through advertised vacancies and cold canvassing.



Rationale

About 80% of jobs are never formally advertised. These jobs are filled by people within the employer's network of contacts, word of mouth recommendations, etc. These activities are designed to get students explore the best ways of finding work – both advertised jobs and through accessing their allies and cold canvassing.



Activities

This lesson should be completed after doing the Access your allies and Write a winning resume lessons. The application letters and targeted resumes they develop here can be used in the Interview preparation and practice lessons.

1. If students in the class have part-time or casual jobs, ask them to describe how they got their jobs. If not ask students about the ways they know of that people can find work. The discussion should include:
 - a. The internet including job search websites such as <http://www.seek.com.au/> and <http://www.careerone.com.au/> and company websites
 - b. Advertisements in newspapers (including Victorian and local newspapers)
 - c. Centrelink and Job Network providers
 - d. Community noticeboards
 - e. Informal networks and contacts (see Access your allies lesson)
2. Using a selection of job advertisements from a variety of sources get students in groups to analyse the language of job advertisements and find definitions of the terminology eg selection criteria, salary ranges etc. This discussion should include advertisements/companies to be cautious of ie those promising lots of money where personal outlay is involved, payment by commission only etc.
3. Discuss cold canvassing with the students using the handout. Students could describe any people they know who have used this technique to gain employment.
4. Get students to select an organisation where they would like to work and write a practice script for a cold call. Students can try out their scripts in small groups to get feedback from other students.
5. Use the Cover letters handout to discuss the merits of cover letters with the students.
6. Get students to search websites and other resources for samples of cover letters that can be used in different contexts e.g. *myfuture* website at <http://www.myfuture.edu.au/>; *Youth Central* <http://www.youthcentral.vic.gov.au/>; job search websites such as <http://www.seek.com.au/> and <http://www.careerone.com.au/>
7. Get students to check the websites and newspapers to find a possible (real) job that interests them. They then prepare a targeted resume and cover letter to apply for this job. These can be used in the following interview preparation and practice lessons



Get that job

Resources



- Copies of *Cold canvassing* handout for each student
- Copies of *Cover letters* sheets for each student
- Job search websites such as <http://www.seek.com.au/> and <http://www.careerone.com.au/>
- Copies of Saturday's Age Employment section and job advertisements from local papers
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>
- Doing step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Information and Communications Technology	ICT for visualising thinking ICT for communicating
	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition