



Job Application Practice



Session Time: One, 50-minute session

DESIRED RESULTS

ESSENTIAL UNDERSTANDINGS

The aviation industry provides a multitude of pathways to pursue a career as a pilot. (EU 6)

ESSENTIAL QUESTIONS

1. What do you have to do to get the aviation job you want?

LEARNING GOALS

Students Will Know

- The value of an elevator pitch and how it can be used
- How to properly complete a job application

Students Will Be Able To

- *Create* and *present* an elevator pitch. (DOK-L4)
- *Summarize* information about personal interests, skills, activities, careers, and achievements in order to fill out a job application. (DOK-L2)

ASSESSMENT EVIDENCE

Warm-up

Students will participate in a Four Corners activity where they move around the room. First, students will be introduced to an elevator pitch. Then, students will divide themselves into groups based on whether they have done an elevator pitch before. Those who have given an elevator pitch will reflect on their experiences. Those who have not will predict why such a pitch might be useful. Then, students will move to a corner of the room that represents what they think should be the main message of their elevator pitch.

Formative Assessment

Students will develop and write down a 15-30 second elevator pitch they could use with a potential employer. Working in small groups, they will practice delivering their pitch, while other students listen and provide feedback on a provided form. Then, students will reflect on the feedback they received and revise their elevator pitch to improve it.

Summative Assessment

Students will fill out a blank job application, reflecting on the strengths and qualifications that they would want to share with an employer.

LESSON PREPARATION

MATERIALS/RESOURCES

- [Job Application Practice Presentation](#)
- [Job Application Practice Student Activity 1](#)
- [Job Application Practice Student Activity 2](#)
- [Job Application Practice Student Activity 3](#)
- [Job Application Practice Student Notes](#)
- [Job Application Practice Teacher Notes 1](#)

Sample Job Application Activity

- One highlighter (per student)

LESSON SUMMARY

Lesson 1 - Job Application Practice

Lesson 2 - Resume Development

Lesson 3 - Revising Your Career Portfolio

In this lesson, students will learn how to present themselves to a potential employer using elevator pitches and written job applications.

First, students will be introduced to the idea of an elevator pitch, in which they have no more than 30 seconds to verbally highlight the most important aspects of a topic. They will reflect on their previous experiences presenting themselves or projects to strangers in this format.

Then, students will learn about job applications and how to fill them out correctly. Teachers then will review important tips and information for completing a job application. Students will review a sample job application and find as many errors as possible.

Next, students will use the skills they learned in this lesson to present themselves to employers. They will create their own elevator pitches and then practice them with peers. They will also complete a sample job application.

BACKGROUND

In this unit, students develop job application and resume skills that will be useful when they are searching for jobs or internship opportunities. These skills will be useful regardless of what career path they choose and will be applied at many different stages of their career. Students will require these skills as they develop their career goals and seek opportunities to achieve them. Because their job application and resume will require them to recite a complete work and education history, it is important for students to begin tracking their career-related accomplishments as early as possible. This will enable them to capture timely information about how they have matured as they move through various stages of their career.

In the 9th grade, students may have already begun this process by starting a career portfolio. Before beginning this lesson, have students review their career portfolio, if they have one, to refresh their memories of what they have accomplished in their aviation careers already. Throughout this lesson, students will reflect on what other milestones they have achieved this year and incorporate these details into their job applications, resumes, and career portfolios.

Students will begin by considering and then developing an elevator pitch. An elevator pitch is a clear, brief statement that tells the listener key information about a topic. For our purposes, the elevator speech will be about a person and his or her goals, including what the individual wants and how to provide value to a potential employer. An elevator speech should be no longer than 30 seconds - the time you might spend with someone in an elevator. Because of its brevity, an elevator pitch is a great way to distill any idea to its key elements.

Students may not realize how much first impressions count. An employer's first impression is usually viewing a potential employee's job application. Professionalism in completing a job application fully, truthfully, and with care is just as important as an interview.

The same skills students use to correctly fill out a job application are valuable for completing other kinds of applications, including those for scholarships or internships.

DIFFERENTIATION

To promote reflective thinking in the **EXPLORE** section of the lesson plan, circulate around the classroom and assist students who may be uncomfortable discussing their own accomplishments or explaining why they are better than other candidates. Offer one-on-one assistance to students who require this modification, or pair students to work on an application together.

To promote social learning throughout the lesson, structure the lesson activities into learning centers for students to move together in small groups after they have learned core lesson content. Learning centers can be set up for the construction of the elevator speech, practicing the speech, reviewing job application notes, correcting the job application, and completing the job application. This strategy helps link the cognitive benefits of movement with social benefits of cooperative learning.

LEARNING PLAN

ENGAGE

Teacher Material: [Job Application Practice Presentation](#)

Slides 1-3: Introduce the topic and learning objectives of the lesson.

Slide 4: For the Warm-Up, start by introducing students to the idea of an elevator pitch. Tell them that an elevator pitch is a brief summary of a topic. For a job interview, an elevator pitch would cover their key qualifications, experience, and desire/eagerness to work for that employer. It's important to keep an elevator pitch short. Sometimes, they'll only be able to get in 3 or 4 sentences before the conversation is over!

Slides 5-6: Conduct the **Warm-Up**.

Warm-Up

Use a Four Corners strategy to conduct the Warm-Up. All students should stand up and get ready to move around the room.

- First, ask students the following question:
Have you ever done something similar to an elevator pitch before?
- Direct the students who have to go to one side of the room and discuss this question:
What was the experience like?
- Direct the students who have not done an elevator pitch to go to the other side of the room and discuss this question:
Why do you think an elevator pitch would be useful in getting a job?
- Ask a student from each group to share what they discussed.
- Then, present this question to the entire class:
What do you think a student's main message to a prospective employer should be?

- Each corner of the room will represent a possible response:
 - Grades and Extracurricular Activities
 - Skills and Qualifications
 - Job History and Experience
 - Career Goals
- Direct students to go the corner that they think should be the main message of a student's elevator pitch.
- Ask students to briefly discuss why they chose this corner together with other students who chose it. Consider presenting the following questions to help guide their discussion:
What are some situations where you might want to bring attention to your grades, skills, job experience, or career goals?
- Then, ask a volunteer from each group to share why they selected this main message.

[DOK-L2; predict]

EXPLORE

Teacher Material: [Job Application Practice Presentation](#)

Slide 7: Remind students that the goal of an elevator pitch is to very briefly explain their background with the goal of scheduling a longer conversation. Provide them with the following advice:

- Keep it short - Their elevator pitch should be approximately 15 to 30 seconds long (at a normal speaking pace). In that time, they need to tell a compelling story that leads to a future conversation.
- Prioritize - During an elevator pitch, they never know when they might be interrupted. So, they should go through the most important points first. That way, if the other person needs to leave, at least they would have heard the most important bits.
- Engage the audience - To get to a longer conversation, the elevator pitch needs to pique the audience's interest. Students should make sure their elevator pitch is fun and shows their personality. A robotic presentation of a memorized speech is generally not very effective. In fact, because the student may need to talk to different audiences, they should prepare different elevator pitches tailored to different people. They might use a different story when talking to a military pilot versus when they are talking to the CEO of an airline.
- Get to the point - Even though the elevator speech is short, it should have a point. Encourage students to end the elevator speech with a question like "Can we schedule some time to talk later?" or a request such as "I would love to hear more about your current hiring priorities." This prompts the audience to further the conversation in the future.
- End with a question - Ask to be able to come back later to talk more.
- Memorize and practice - Students should be able to present their elevator pitch naturally and without stumbling. It should be so rehearsed it sounds off the cuff!
- Get feedback - Encourage students to get feedback on their elevator speech as they practice. What may sound interesting to the student may come off completely different to other people.

Slide 8: When developing an elevator pitch, it's important to show enthusiasm and willingness. Chances are high school students have not had much experience in a business setting, so they may need to substitute enthusiasm for experience. In many cases, employers value a can-do attitude and eagerness when selecting employees. Genuine enthusiasm is a great asset.

The sample elevator pitch shown on this slide is just one possible approach, but it demonstrates many of the principles that make an effective pitch.

- Call the manager by name (if possible)
- State your name
- Tell them you're looking for a job
- Be enthusiastic about the industry and the company
- Talk about being part of a team
- Ask for an interview or meeting

EXPLAIN

Teacher Materials: [Job Application Practice Presentation](#), [Job Application Practice Teacher Notes 1](#)

Student Material: [Job Application Practice Student Activity 1](#)

Slides 9-10: Complete the **Formative Assessment**.

Formative Assessment

Distribute a copy of **Job Application Practice Student Activity 1** to each student. Direct students to spend a few minutes forming ideas they'd like to include in an elevator pitch to a potential employer. Then, each student should write a 15- to 30-second elevator pitch.

Once all students have written their elevator pitches, have them practice in groups of three, and make notes on the Elevator Pitch Feedback Forms to help their classmates' improve their elevator pitches. Students will then reflect on the feedback they received and improve their elevator pitches by revising them. Additional directions and grading suggestions are provided in **Job Application Practice Teacher Notes 1**.

[DOK-L4; *Create*]



Teaching Tips

To help students practice giving an elevator speech to strangers, invite some guests from other departments in the school into the classroom. Have students practice giving the elevator speech to someone they've never met.

EXTEND

Teacher Material: [Job Application Practice Presentation](#)

Student Material: [Job Application Practice Student Notes](#)

Slide 11: Present students with an overview of the job application. Explain to students that an application is often the first step in the employment process. It gives candidates an opportunity to introduce themselves to prospective employers, so they need to put their best foot forward. In many companies, the job application passes through the hands of many managers, all of whom have to review and approve of a candidate before an offer of employment can be extended. Therefore, students should know that whatever they write will be read and verified by many people. They should be complete and thorough in their responses.

Slides 12-13: Provide students with **Job Application Practice Student Notes**. Review what people SHOULD DO and SHOULD NOT DO when completing job applications.

Should Do -

- Read the entire application carefully. Know what information you need to provide before you fill it out.
- Answer all questions completely and truthfully. If the question doesn't apply to you, write "N/A" for non-applicable.
- Use blue or black ink, or type it. If you fill it out by hand, write clearly and neatly.
- Proofread. Check the spelling, grammar, and punctuation of your answers. Ask someone else to proofread it, too.
- Be specific and positive. The information you provide should be exact and present you in the best positive light.
- Ask for permission to use people as references before you list them.
- Sign the application. Include both your name and the date.
- Include a resume. Students will learn more about creating a professional resume in the next lesson.
- Be prepared for an interview. When dropping off an application, dress professionally and be ready to answer any questions about why you want the job and why you should be hired.
- Follow up. It is good idea to contact the employer to make sure they received the application and any other materials you sent.
- Apply to as many companies as you can. The more you practice completing job applications, the better you will be!

Should Not Do -

- Rush. Take the time you need to read the application carefully and accurately.
- Write in pencil or use ink in colors other than blue or black.
- Leave blank spaces or missing information. If you do not provide all of the information the employer requests in the application, you will likely not be called back.
- Use slang language or answers like "anything." It is important that you use specific language, much like an essay in school.
- Exaggerate your skills. You will automatically be disqualified if dishonest or inaccurate information is found by the employer.
- Use family members as references. You should use people in authoritative positions, like teachers and flight instructors.
- Print your name when asked for a signature. Instead, use a handwritten signature.
- Neglect to follow up. By showing your eagerness and motivation to get the job, you are more likely to get a response.

Slide 14: Emphasize to students that the job application is an important document that employers use to evaluate prospective candidates. Students need to carefully reflect on themselves and their qualifications while completing an application.

- **Honesty** - The goal is for candidates to put their best foot forward and share their most important qualifications and achievements with an employer. However, it is important not to exaggerate on the job application. If a job offer is extended, candidates will be expected to perform at a level that reflects the information on the application.
- **Accuracy** - It is important for the information provided on a job application be accurate. An employer is relying on that information to make important hiring decisions. In fact, employers will perform due diligence by calling references and checking the information presented on an application. You will be automatically disqualified for the job if inaccurate information is found. Even after a job offer is extended, inaccurate information on the job

application can be grounds for termination in some circumstances. For some jobs, presenting inaccurate information on a job application can even be a felony!

- **Completeness** - All the items on the job application are things that the employer needs to know before considering a candidate. Applicants should fully fill out all fields in an application or explain why certain questions cannot be answered. Many employers will not even read an application if it is not complete.
- **Neatness** - The job application is often the first time a candidate gets to introduce themselves to a prospective employer. Try to make a good impression! A neat and clean application can help impress the hiring manager.

EVALUATE

Teacher Material: [Job Application Practice Presentation](#)

Student Materials: [Job Application Practice Student Activity 2](#), [Job Application Practice Student Activity 3](#)

Slide 15: Provide students **Job Application Practice Student Activity 2** and ask them to use the information they learned about job applications to review the sample application. They should use a highlighter to identify items they believe represent missing information or poorly worded responses.

The job application includes numerous errors, including:

1. Phone number does not have the full area code.
2. The applicant did not list the zip code for her address.
3. The "Position Desired" is vague does not identify a specific job.
4. The applicant said that she was employed there before but did not indicate when.
5. The applicant did not list the full name of the relative who worked for the company.
6. The employment history should have a specific end date.
7. The job title at Aviator Flight Academy should be more specific than "front desk."
8. The duties performed at that job should be more comprehensive, and there is a typo (peopl).
9. The applicant should list her supervisor's full name and the area code for his phone number.
10. The reason for leaving that job shows poor work ethic. The applicant should have included a better reason.
11. Date of Graduation should be more specific with a year.
12. College should say "N/A"
13. The applicant should not list a relative as a reference.
14. The printed instead of signing, and she did not include the date.

Slide 16: Divide the class into pairs. Partners should share their marked up copy of the sample job application, and discuss the following questions:

- How many errors do you think this application contains? What are they?
- Would you hire this person? Why or why not?

Then, come back together for a full class discussion. First, review the errors the students found and why they are errors. Then, ask those students who would hire this person to put their thumbs up in the air, and count the response. If it's a majority of the class, discuss why an employer should hire this person. If it's not a majority, discuss why an employer should not hire this person.

Slide 17: Conduct the **Summative Assessment**.

[DOK-L4; *Create*]

Summative Assessment

Give students the blank job application in **Job Application Practice Student Activity 3** and have them fill out the application. As they complete the application, ask them to reflect on their strengths and qualifications that they want to share with a potential employer. Students may be assigned this assessment as homework.

Note: Be mindful about keeping personal student information confidential. Students should make up a Social Security Number and not write down their real number.

Summative Assessment Scoring Rubric

- Follows assignment instructions
- Work shows an understanding of best practices when filling out a job application
- Work shows an in-depth self-reflection that would be impressive to a potential employer

Points Performance Levels

9-10 Student application is impressive. It contains no misspelled words, stains, stray marks, whited-out information, or scratched out information. The application has all necessary and applicable areas filled out. The application is not folded or wrinkled. Handwriting is neat and easy to read.

7-8 Student application is presentable. There are one or two misspelled words, stains, stray marks, whited-out information, or scratched out information. The application has almost all of the necessary and applicable areas filled out. The application is not folded or wrinkled. Handwriting is legible.

5-6 Student application isn't quite presentable. There are three or more misspelled words, stains, stray marks, whited-out information, or scratched out information. The application is missing some necessary information. The application is folded or wrinkled. Handwriting is neat and easy to read.

0-4 Student application isn't presentable. There are many instances of misspelled words, stains, stray marks, whited-out information, or scratched out information. Many areas of required information are not filled out. The application is folded or wrinkled. Handwriting is difficult to read.

GOING FURTHER

Have students contact at least three people they would like to use as references. Students can write a specific elevator speech for this task. Ask students to discuss with their references the qualities and experiences they both agree would be appropriate for a future job. Remind students they should contact their references specifically each time they wish to use them.

STANDARDS ALIGNMENT

COMMON CORE STATE STANDARDS

- **RST.9-10.2** - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **WHST.9-10.1D** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WHST.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WHST.9-10.2A** - Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **WHST.9-10.2C** - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among the complex ideas and concepts.
- **WHST.9-10.2D** - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **WHST.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9-10.6** - Use technology, including the Internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.
- **WHST.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WHST.9-10.9** - Draw evidence from informational texts to support analysis, reflection, and research.
- **L.9-10.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.9-10.1A** - Use parallel structure
- **L.9-10.1B** - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

REFERENCES

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