

Applying for a Job: Building On Your Past

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- Approximate Time: 30 to 40 minutes -

OBJECTIVES:

After this lesson, the learner will be able to:

- Explain how previous work experiences can be paid or unpaid.
- Analyze the type of work they enjoy most.
- Identify potential paid work opportunities that match their previous paid and unpaid experiences.
- Craft statements that capture their past skills and work-related abilities.

MATERIALS:

- Flip chart with markers
- Markers and/or crayons for participants
- Pens and notepaper for participants
- Copies of [UT Extension Publication W 936-B](#)
- Copies of the Skill Up Tennessee marketing brochure

EVALUATION: Participants learned how to make sure their education and training will prepare them to make an adequate salary

METHOD:

This lesson is designed to be taught in a group setting. You can teach this lesson either face-to-face or using technology such as Zoom.

PREP:

- Print copies of the UT Extension Publication W 936-B (see above, under "materials").
- Assemble materials for participants.
- Review the lesson plan. Review the publication. Familiarize yourself with the content thinking about how you will present the content to your participants.

INTRODUCTION:

As participants are seated in the room, distribute pens, notepaper, markers and a blank name tag to each participant. Instruct participants to leave the name tag blank for now. Welcome the group.

SET:

Once the group has been gathered, begin with introductions.

Instruct the group to think about their dream job. What does that job look like? What type of work are they doing? How much are they paid? Where is the job located?

Instruct participants to use the paper provided to them to draw a picture of their dream job. Encourage the participants to be creative but realistic in their job choices. Additionally, assure the participants that it is okay if they are not artists. No one will judge their drawings.

Once everyone has completed their drawings, ask the participants to introduce themselves, show their art work and describe their dream job. (The instructor should go first to model this activity for participants.) If a student does not wish to show their artwork, they can simply introduce themselves.

Explain to the group that today's lesson will focus on how they can use their previous work experiences—both paid and unpaid—to help them gain employment and perhaps one day their dream job.

Explain to the group that most of the lesson will be spent reviewing the [UT Extension Publication Career Change: Building on Your Past W 936-B](#). Provide one copy of the publication for each participant.

YOU SET THE TONE!

As the instructor, you set the tone for your class. Use this first activity to set an open and fun tone for the lesson. Getting participants comfortable with you and with each other will make for a lesson that is educational, fun, and engaging.

INSTRUCTION:

Explain to the group that in order to work toward their dream job, it is important that they think about their past work experiences. For the purpose of this lesson, work experiences include paid and unpaid work experiences. Both are just as valuable when applying for jobs or making a career change.

In this lesson, participants will discover helpful tools for helping them re-enter the job market or make a career change. The tools they learn today are the first steps toward their dream job.

MATCH EXPERIENCES TO YOUR JOB

Guide participants in completing the exercises located on pages 1 and 2 of the publication. Review with participants the introduction to this section. Provide individual assistance to participants as needed.

Once participants have completed the activity, call for volunteers to share with the class.

MARKET YOUR EXPERIENCES

Guide participants in completing the exercises located on pages 2-4 of the publication. Review with participants the introduction to this section. Provide individual assistance as needed. Instructor may need to work through the examples in the publication with the group. Ask participants to share one or two of their skills.

DEBRIEF:

Explain to participants that today they learned how to translate their previous work experience—both paid and unpaid—into skills and marketable terminology that can help in their job search.

Explain to participants that this is just the first step in their job search journey. Review page 4 of the publication and consider asking for volunteers to read each bullet to the class.

Provide each participant with a copy of UT Extension's Skill Up Tennessee marketing brochure. Review the brochure and program with participants.

CONCLUSION:

Pair and share. Ask participants to find a partner. Instruct participants to share with their partner one new thing they have learned as a result of today's lesson. If time permits, allow a few volunteers to share with the group.

EVALUATION:

Ask participants to respond to the following statement by a show of hands:

How many of you learned how to make sure your education and training (including unpaid work) will prepare you to make an adequate salary?

Record the answers for entry into SUPER. (Report under "Increase Capacity to Produce Income" - "Short-term Indicators".)



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