



Employment

Path to Finding a Job

45 minutes

Objectives

Participants will be able to:

- ✓ describe the steps to applying and getting a job
- ✓ determine why it is important to stay at a job for a certain period



Materials

- ☐ Six-sided die, 1
- ☐ “Playing Squares” (included)
- ☐ “Playing Space Diagram” (included)
- ☐ Masking tape



Key English Vocabulary

work	résumé
interview	employment
	counselor or specialist
supervisor	

Pre-Session Preparation

Set up the “Playing Squares” in the training space according to the “Playing Space Diagram.”

Facilitator’s Introduction of Session to Participants

This session’s game will review the common steps of looking for a job.

Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Activity

Divide participants into 3-6 teams depending on the size of the group. Ask teams to choose a teammate to act as their playing piece.

Teams stand together to the sides of the game board; playing pieces stand on “Prepare Your Résumé” starting place.

Teams take turns moving through the game board one space at a time. When a playing piece reaches a space that requires a decision, team members roll the die to determine their team’s next move.

Discuss as necessary as playing pieces move through the playing board.

When the game is over, gather participants in the full group to debrief.

Debriefing Questions to Ask Participants

- ☺ What happened to your team's playing piece during the game?
- ☺ What did you notice about the other playing pieces?
- ☺ Is finding a job easy or difficult?
- ☺ What is important to remember about finding a job?
- ☺ Why is longevity in a job important and helpful?
- ☺ What will be your next steps in finding a job?

Variations or Considerations

A die can easily be made from paper on this website:

www.toolsforeducators.com/dice/make1_text.php.

Depending on time, the game may need to be cut short without allowing all teams to finish. Be sure to allow at least one team to finish, however (perhaps by only rolling for one team if time is running short).

When working with an individual or a small group, participants can play individually instead of on teams.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
work	<i>Work</i> is a job. <i>Work</i> can also mean to have or do a job.	You can use the word <i>work</i> in two different ways (as a noun and as a verb). Noun: She enjoys her <i>work</i> at the hospital. Verb: I <i>work</i> at the hospital.	Tell your partner about any <i>work</i> that you did in your home country or that you do now.
résumé	A <i>résumé</i> is a short way of writing about a person’s education, work experience, and skills.	Parash writes a <i>résumé</i> to help find a job. He writes a list of his work in Bhutan, the languages he speaks, and his computer skills.	What information would you write in your <i>résumé</i> ?
interview	An <i>interview</i> is a meeting between a person who has a job to offer and a person who wants the job.	At the job interview, Than answers questions about his job skills and his work experience. Than asks questions about the pay and the work.	What questions could you ask at a job <i>interview</i> ? <ul style="list-style-type: none"> • “How much does the job pay?” • “When will the job start?”
employment counselor or specialist	An <i>employment counselor</i> gives advice about finding or keeping a job.	An <i>employment counselor</i> will ask you what skills you have and what kind of job you like. Then the <i>employment counselor</i> will tell you how to find a job that matches your skills and interests.	What questions would you ask an <i>employment counselor</i> ? <ul style="list-style-type: none"> • “Can I work at night so I can go to school in the morning?” • “Can I get a job near the bus line?”

supervisor	A <i>supervisor</i> is a person who is responsible for other people in a workplace. People often use the word “boss” for <i>supervisor</i> , but that word is less formal.	The <i>supervisor</i> warned the employees not to be late.	What is the difference between a <i>supervisor</i> and an employee?
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Playing Squares

Order:

1. Start: Prepare your résumé
2. Find a job to apply for
3. Adjust your résumé and apply for the job
4. Wait to hear
5. Receive call for interview
6. Interview
7. Receive job offer
8. Complete necessary paperwork
9. Begin your new job
10. Continue with your job (and roll the die)
11. *The following should be grouped together (refer to the Playing Space Diagram for a visual):*
 - 1: Quit within 1 month; go back to finding a job to apply for
 - 2-3: Stay for 6 months; sign up for health insurance through job
 - 4: Stay for 1 year; receive a pay raise
 - 5: Stay for 2 years; supervisor offers you a promotion
 - 6: Stay for 3 years; supervisor offers you a promotion with a raise

Start: Prepare your résumé

Find a job to apply for

1-3: Talk to friends

4: Receive referral from employment specialist

5: Look for help wanted signs

6: Search online or in newspaper

**Adjust your
résumé and
apply for the job**

Wait to hear

1-2: Continue applying for other jobs while waiting; stay here

3-4: Get call for an interview, move ahead 1 space

5: Don't hear back; go back 2 spaces

6: Don't hear back; go back 3 spaces

Receive call for interview

Interview

1: Arrive late; go back 4 spaces

2-3: Arrive on time; make eye contact and shake hands; do not get job and go back 4 spaces

4: Arrive on time; make eye contact and shake hands; stay here for second interview (then roll again)

5-6: Arrive on time, make eye contact, shake hands, and use some English; move ahead 1 space

Receive job offer

1-2: Accept job; move ahead 1 space

3: With benefits, accept offer; move ahead 1 space

4: Unable to agree on terms of position; go back 5 spaces

5: Compromise on pay and benefits; move ahead 1 space

6: Do not accept job; go back 5 spaces

Complete necessary paperwork

1-3: Wait until next turn to move ahead 1 space

4-6: Move ahead 1 space

Begin your new job

1-2: Work hard and take on additional tasks

3-4: Do adequate amount of work

5: Complain about work and are unhappy

**6: Complain about work and lose your job; go back to finding a
job to apply for**

Continue with your job

Roll the die

**1: Quit within 1
month; go back to
finding a job to
apply for**

**2-3: Stay for 6 months;
sign up for health
insurance through job**

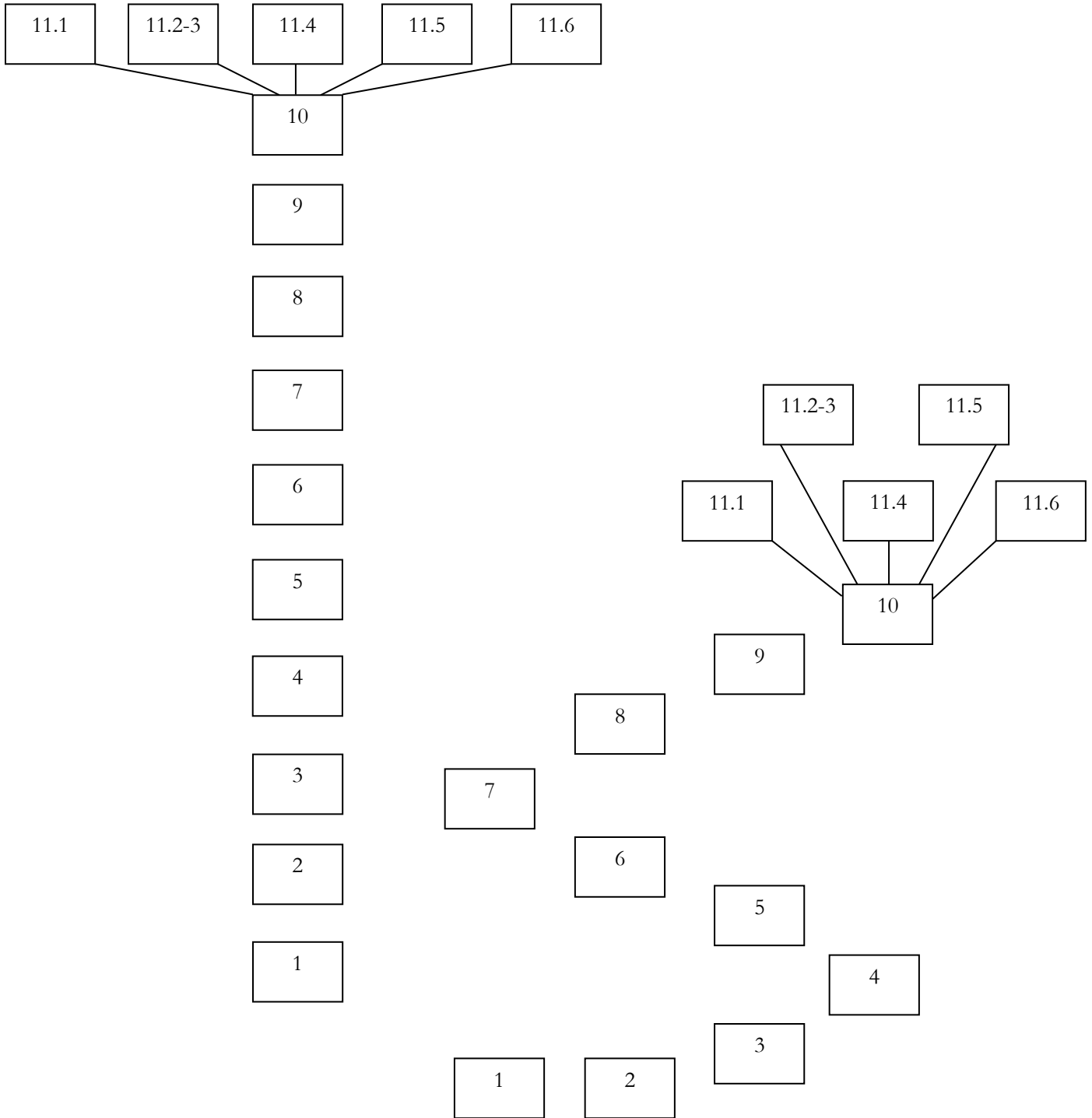
**4: Stay for 1
year; receive
pay raise**

**5: Stay for 2 years;
supervisor offers
you a promotion**

**6: Stay for 3 years;
supervisor offers
you a promotion
with a raise**

Playing Space Diagram

Move all furniture to the sides of the training space. Tape printed playing spaces on the floor, spaced out so playing pieces (people) can stand on playing spaces, but leaving enough room for other participants to stand around the game board. Spaces can be in a line (such as a diagram on the left) or, if space does not allow, in more of a circular formation (such as the diagram on the right). Lines can be made with tape.





Employment

Marketable Skills

60 minutes

Objectives



Participants will be able to:

- ✓ identify their personal job skills
- ✓ consider a job description
- ✓ match skills with the jobs that require those skills
- ✓ determine the level of English required for different types of jobs



Materials

- ☐ “Marketable Skills Worksheet” (included, to be printed double-sided), 1 per participant
- ☐ Writing implements, 1 per participant
- ☐ “Skills Pictures” (included)
- ☐ Tape
- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board
- ☐ “Marketable Skills Job Descriptions” (included), 1 per group of 4-5
- ☐ “English Knowledge Scale” (sample included)



Key English Vocabulary

marketable skills	qualify
position	required
preferred	

Pre-Session Preparation

Read over activity plan; research and include additional skills based on those held by participants.

Incorporate additional job descriptions based on the positions refugees commonly find in your area.

Hang the “English Knowledge Scale” in the training space.

Put a piece of tape on each “Skills Picture.”

Facilitator’s Introduction of Session to Participants

This session will give us an opportunity to review marketable skills in employment.

Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Distribute “Marketable Skills Worksheets” and writing implements. Participants circle pictures of skills they possess or activities they are capable of performing. Participants add any additional skills they might have, and rate their level of English at the bottom of the worksheet. Remind participants that caring for children and homes are jobs with many skills required.

In pairs or groups of three, participants share their marketable skills worksheets, languages they have had to speak in various jobs, and certificates or degrees they needed to do their jobs.

Bring the full group together. Ask participants what skills they have that would be helpful for a job. Hang “Skills Pictures” for those covered, and make a list on a flipchart or board for skills without pictures.

Activity

Tape the remaining “Skills Pictures” randomly on the walls around the training space.

Divide participants into groups of 4-5. Distribute one “Marketable Skills Job Description” to each group. Introduce the “English Knowledge Scale,” which participants already found on their worksheets.

Groups review “Marketable Skills Job Descriptions” and identify skills needed to complete the job. Groups then walk around the training space and take any “Skills Pictures” needed for the job description off the wall. For example:

- Job Description 1 *Housekeeping – Room Attendant* skills: change bed sheets; clean spaces; vacuum; lift heavy materials; walk/stand for long periods of time; stock cart or shelves
- Job Description 2 *General Production – Meat cutter* skills: use knife; operate mechanical equipment; follow rules; use good hand-eye coordination; walk/stand for long periods of time
- Job Description 3 *Truck Driver* skills: be punctual; keep records; clean spaces; service vehicle; lift heavy materials; drive large vehicles
- Job Description 4 *Cashier* skills: follow rules; count money; mark prices; collect payments; be detail-oriented; be punctual; work quickly; communicate in friendly way
- Job Description 5 *Child Care Worker* skills: nurture children; change diapers; serve food; supervise children; communicate with parents

Groups tape their job description on the wall with the skills required on the wall below the description. Groups then determine the level of English that would be needed to perform that job.

When groups have finished developing their job descriptions, bring the full group together.

Small groups tell participants the job they have developed and the skills needed, as well as the English ability necessary. Encourage participants to speak in English as much as possible and point to the pictures to promote understanding.

Ask participants to refer to their worksheets again and think about the jobs they could perform based on the skills they have. Remind participants that their level of English is a skill to consider, as well. Degrees or certifications are also useful, although they customarily need to be translated, or may need to be from the U.S.

Debriefing Questions to Ask Participants

- ☺ What marketable skills do you have?
- ☺ What positions are you currently qualified and skilled for?
- ☺ Why is your level of English important to consider?
- ☺ How can you best show potential employers that you have the necessary skills for a job?
- ☺ If you did not have the necessary skills for a position, what would you do?

Variations or Considerations

When working with an individual or a small group, discuss the “Marketable Skills Worksheets” as a full group. For the activity, create smaller groups and use lesser “Marketable Skills Job Description” as needed.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

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<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
marketable skills	<i>Marketable skills</i> are skills that will help you to get a job, such as typing, hammering, or folding sheets.	Abakar wrote a list of his <i>marketable skills</i> for his résumé when he applied for a job.	What are some of your <i>marketable skills</i> that are important for a job in your home country?
qualify	To <i>qualify</i> means to have the skills needed for a certain job.	Beatrice things that her skills <i>qualify</i> her for the job. She feels <i>qualified</i> .	What helps someone to <i>qualify</i> for a job?
position	A <i>position</i> is another word for a job.	Yalda is applying for the <i>position</i> of cashier at the store.	What is a <i>position</i> you would like to have?
required	<i>Required</i> means that something must be done.	It is <i>required</i> that students take a test at the end of the school. Year.	What skills are <i>required</i> if you want to work in a restaurant?
preferred	<i>Preferred</i> means that something is liked better, but not required.	It is <i>preferred</i> for Julien to have a driver’s license for the job, but it is not required.	What level of English is <i>preferred</i> for working at a bank? A high level or a low level?

Marketable Skills Worksheet

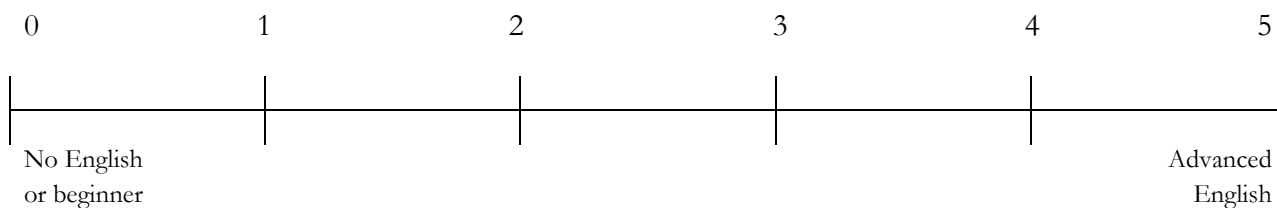
Directions: Circle the skills below that you have performed in the past or are capable of performing.

			
<p>be detail-oriented</p>	<p>be punctual</p>	<p>change bed sheets</p>	<p>change diapers</p>
			
<p>clean spaces</p>	<p>collect payments</p>	<p>communicate in friendly way</p>	<p>communicate with parents</p>
			
<p>count money</p>	<p>drive car</p>	<p>drive large vehicles</p>	<p>file papers</p>
			
<p>follow rules</p>	<p>iron clothes or linens</p>	<p>keep records</p>	<p>lift heavy materials</p>
			
<p>mark prices</p>	<p>nurture children</p>	<p>operate mechanical equipment</p>	<p>read</p>

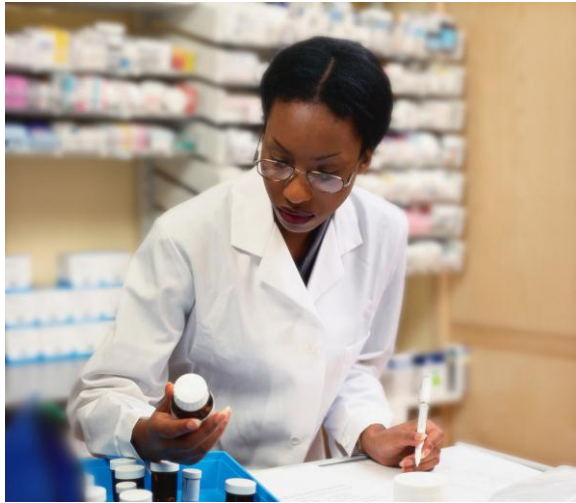
			
serve food	service vehicle	stock cart or shelves	supervise children
			
type on keyboard	use calculator	use good hand-eye coordination	use knife
			
vacuum	walk/stand for long periods of time	wash clothes or linens	work quickly

Write about or draw other skills you have that were not already mentioned above:

Directions: On the graph below, circle your current level of English, 0 being no English or beginner, and 5 being advanced English.



Skills Pictures



be detail-oriented



be punctual



be punctual



be punctual



be punctual



change bed sheets



change diapers



clean spaces



clean spaces



collect payments



communicate in friendly way



communicate with parents



count money



drive car



drive large vehicles



file papers



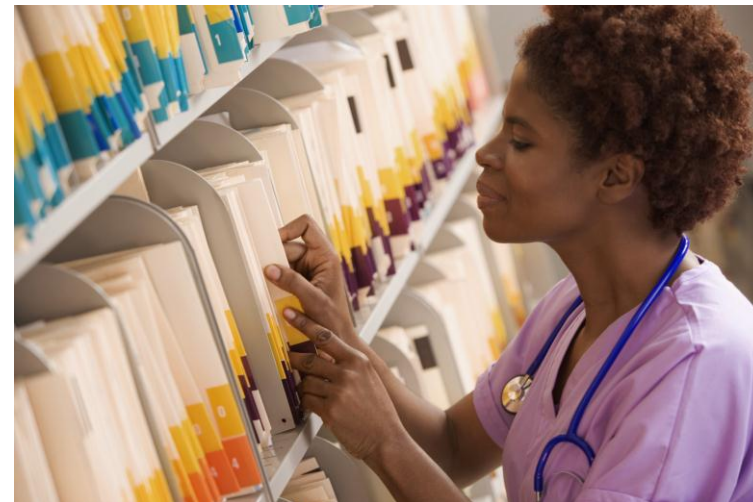
follow rules



follow rules



iron clothes or linens



keep records



lift heavy materials



lift heavy materials



mark prices



nurture children



operate mechanical equipment



read



serve food



serve food



service vehicle



stock cart or shelves



stock cart or shelves



supervise children



type on keyboard



use calculator



use good hand-eye coordination



use knife



vacuum



walk/stand for long periods of time



walk/stand for long periods of time



wash clothes or linens



work quickly

Marketable Skills Job Descriptions

Job Description 1

R&R Hotel

Housekeeping – Room Attendant

Room Attendants are responsible for maintaining the cleanliness of all guestrooms, hallways, and public areas in accordance with hotel standards. Responsibilities include: servicing guestrooms daily (properly changing bed linens, sanitizing and cleaning restrooms, vacuuming floors), and restocking cart with room supplies. This position requires strong attention to detail, the ability to lift 30 lbs. and to walk/stand all day, and the ability to communicate effectively with guests and team members verbally. Applicants must be able to work a flexible schedule that includes nights and weekends. Six months previous cleaning or hotel experience is preferred.

Job Description 2

Stevie’s Meat Factory

General Production – Meat cutter

Meat cutters are responsible for cutting and slicing meat into smaller pieces on a production line as it passes along a conveyor belt. Responsibilities include: using a knife properly, operating mechanical equipment, following food and safety regulations, and working in a safe and effective manner to meet productivity and quality goals. The ideal candidate will be a demonstrated self-starter with excellent hand-eye coordination, the ability to work well in a team environment, along with the ability to stand for long periods of time in a low temperature environment. Applicants should be willing to work a flexible schedule (different shifts, weekends, holidays, overtime). Previous meat production experience is desirable, but not required.

Job Description 3

Ican Drive Trucking Company

Truck Driver

Drive trucks to transport and deliver cargo in a safe and timely manner to specified destinations. Responsibilities include: maintaining records of materials and products transported; cleaning, inspecting, and servicing the vehicle; and assisting in loading and unloading the truck manually. This position requires a high school diploma or GED, 2 years tractor/trailer experience, and a Class A CDL. Applicants must not have convictions for reckless driving in the past 5 years, and/or convictions for DUI in the past 5 years.

Job Description 4

The Food Mart

Cashier

Cashiers operate the cash registers to total customer purchases in accordance with store policy. Responsibilities include: counting money in the cash drawer at the beginning and end of each work shift; stocking shelves and marking prices on items; and collecting cash, check, or charge payments from customers. This position requires a GED or high school diploma, strong attention to detail, the ability to complete work in a timely and accurate fashion, and the ability to communicate with customers in a friendly manner.

Job Description 5

Kiddie Korner Day Care

Child Care Worker

Child care workers attend to the needs of children in their care. Responsibilities include: maintaining a safe and nurturing environment for children, changing diapers, serving lunch, monitoring children's play activities, and communicating with parents about their children's behavior and progress. The ideal candidate will have a high school diploma or equivalent, at least two years of experience caring for children from the ages of 2-6, and plenty of patience and energy.

English Knowledge Scale

