



**Educators' Guides
and
Supporting Documents**

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Educator's Guide: Introduction to the Video Series

Description:

This introductory video provides an overview of the PEPNet, "Getting a Job" video series.

Questions for Students:

- Think about your experiences finding and keeping a job. What did you learn from this or these experiences?
- What do you think you could have done better to be successful on the job?
- What is a portfolio and how do you think a job search portfolio could be used to support your job search?
- What documents would be useful to keep in your job search portfolio?
- What is the difference between a paper and an electronic version of the portfolio and why it is good to have both types?
- Review the supporting documents page on the Getting a Job! website. Look at the different documents provided to support the video topics. How might you use the supporting documents in your job search and why would it be good to have them in a job search portfolio?

Activities for Students:

- Set aside and label a specific paper folder and/or create an electronic folder that will become your job search portfolio(s).
- Make a list of the types of documents that you might find in a portfolio and put the list in the portfolio that you developed above.
- Interview a friend, parent, or siblings and ask about their best work experience and their worst work experience. Write a report on your interview and share with the class.

Educator's Guide: Your Journey

Description:

This video encourages students and adults to become active participants in planning their future.

Questions for Students:

- What is your plan for the future?
- What do you think your journey will look like and what do you think you want to do with your life?
- What do you think you need to do to achieve that future?
- What dreams, ideas, desires, and passions do you have for your future? How can you turn these into a meaningful career?
- What should you always be doing to ensure the best chance that your dreams come true?
- What is happening or has happened in the past with local industry and other segments of the workforce in difficult times?
- How have people dealt with these uncertain times and how have they found work?
- Where do people turn for help and how do they get back on their feet?
- What do you do if you want a different job or want to do something new?
- How do you go about learning new skills if you wish to change careers?
- How do you plan a career change? Quitting without a plan is not a good idea, so how do you plan for this sort of change?

Activities for Students:

- Make a list of your dreams, ideas, desires, and passions and what sort of careers these might lead to.
- Write down the path you think you must follow to achieve your goals and dreams.
- In small groups, discuss your dream for the future and what you see yourself doing once you are successful and established.
- Share individual plans with each other in your small groups, discuss what each person thinks he or she will have to do to be successful and achieve his or her dreams.

Educator's Guide: Your Rights and Responsibilities

Description:

This video summarizes the IDEA (Individuals with Disabilities Education Act) and the ADA (Americans with Disabilities Act) laws. The video emphasizes how an understanding of one's rights and responsibilities leads to empowerment in securing work and in creating an accessible workplace.

Questions for Students:

- Describe the rights you have under IDEA.
- What is a public K-12 school required to provide under IDEA?
- What accommodations have you used while you were in school?
- Describe the rights you have under the ADA. How are they different from your rights under IDEA?
- How are your responsibilities different under IDEA and the ADA?
- What does reasonable mean? What is a reasonable accommodation?
- What does it mean to be a "self advocate" and why it is so important for your future success?
- How are accommodations provided for you in high school? How might accommodations be different in college or the workplace?

Activities for Students:

- List your rights and responsibilities under each law, IDEA & ADA.
- Make two lists: 1) What are reasonable accommodations under the ADA? 2) What are unreasonable accommodations under the ADA?
- "Reasonable or Not Reasonable" role-play: act out accommodation scenarios provided by your teacher and then vote on what is reasonable and what is not.
- Share stories and examples of self advocacy.
- Interview teachers, parents, or relatives asking them to share examples of:
 - times they needed to act as self advocates.
 - how the ADA has assisted them in getting communication access in college or on the job.

Educator's Guide: Introduction to Vocational Rehabilitation

Description:

This video introduces Vocational Rehabilitation (VR) and discusses where to find local offices.

Questions for Students:

- What do you know about Vocational Rehabilitation and the services they offer?
- What does it mean to be eligible for VR services and how do you apply for services in your state?
- What does entitlement mean? Consider why VR services are not an entitlement and what this means for those who apply for services.
- What is order of selection and what does it mean to someone applying for services?

Activities for Students:

- Go online and locate the state and local VR offices that serve your area.
- Make a list of the services offered at your local VR office.
- Invite a representative from your local VR office to visit your school to discuss the services offered and how an individual applies for these services.
- Visit the local VR office for a tour and to talk with VR counselors.
- Make a list of the eligibility requirements for VR services.
- List the similarities and differences between VR and a One-Stop Career Center. Consider issues like services offered, eligibility, and accommodations and consider why you would choose one over the other.

Educator's Guide: Introduction to One-Stop Career Centers

Description:

This video introduces One-Stop Career Centers and discusses where to find local offices.

Questions for Students:

- What do you know about One-Stop Career Centers and the services they offer?
- Locate your local One-Stop Career Center and explore what services they offer.
- What accommodations might you need when visiting a One-Stop Career Center and how do you request them?
- What is the role of a case manager at a One-Stop Career Center and why it is good to get to know your case manager early?
- How do One-Stop Career Centers and VR work collaboratively to support the employment goals of people with disabilities?

Activities for Students:

- Go online and locate the local One-Stop Career Center that serves your area and make a list of the services they offer.
- Invite a representative from your local One-Stop Career Center to visit your school to discuss the services offered and how you apply for services.
- Visit the local One-Stop Career Center for a tour and to talk with case managers and career counselors.
- List the similarities and differences between One-Stop Career Centers and Vocational Rehabilitation. Consider issues like services offered, eligibility, and accommodations and consider why you would choose one over the other.
- Develop a plan for how you can utilize One-Stop Career Center services. Develop a list of workshops you would like to attend, when they are offered and what you need to do to request accommodations.

Sample Email to One Stop Centers to Request Accommodations

Hello,

My name is

I am deaf/hard of hearing and would like to make an appointment with a One-Stop Center counselor. In order to communicate effectively with the counselor I will need an interpreter and I am requesting that you provide one for me as required by the Americans with Disabilities Act (ADA).

Below are links to the Registry of Interpreters for the Deaf (RID) website where you can find information on hiring certified American Sign Language interpreters.

This is a webpage where you can search for Interpreter Agencies & Referral Services in your area:

<http://www.rid.org/acct-app/index.cfm?action=search.ISA>

This is a webpage where you can search for Individual Interpreters in your area:

<http://www.rid.org/acct-app/index.cfm?action=search.members>

Please reply to this email so we can discuss scheduling interpreter services to coordinate with my counselor appointment.

Thank you.

Educator's Guide: Overview – Social Security Benefits and Work

Description:

This video focuses on the benefits of working and introduces the Social Security Administration Programs that can help you find a job.

Questions for Students:

- Why do people collect Social Security benefits?
- Why are people concerned about losing Social Security benefits if they go to work?
- Do Social Security benefits help or hinder people in the achievement of their dreams?
- What are the benefits of working?
- How can making more money help you achieve your goals?
- What is personal independence and how can a job help you achieve this?
- What skills and knowledge can you learn from working and how will these help you get ahead?
- How can meeting new people help you achieve your goals?
- What is personal satisfaction and how can working help you feel this?

Activities for Students:

- List reasons people collect Social Security benefits and why people are afraid of losing them if they get a job.
- In small groups, list two or three benefits of working and then share your list with the class.
- Rank the benefits of working listed above from most important to least important.
- Talk with relatives about their experiences working and find out what they found most rewarding and most challenging.

Educator's Guide: Supplemental Security Income Program (SSI)

Description:

This video offers a brief introduction to the Social Security Administration's Social Security Disability Income Program (SSI).

Questions for Students:

- What is Supplemental Security Income (SSI) and why do people receive these payments?
- Why are people concerned about working while collecting SSI?
- How can you, as a student, improve your job opportunities while collecting SSI?
- What happens with your SSI benefits if you are laid off or your hours are reduced where you work?
- What is a Plan for Achieving Self-Support (PASS) and how can it benefit you?
- Who do you contact to discuss SSI benefits and working if you have questions?

Activities for Students:

- Go online and locate the local Social Security Office that serves your area and identify who to contact with questions.
- Invite a representative from your local Social Security Office to visit your school to discuss Social Security Benefits and how people apply for these services.
- Visit the local Social Security Office for a tour and to talk with staff that can answer questions and offer assistance to beneficiaries.
- Interview someone who is collecting or has collected SSI and are benefiting from work supports in their quest to find a job.

Educator's Guide: Social Security Disability Insurance (SSDI)

Description:

This video offers a brief introduction to the Social Security Administration's Social Security Disability Insurance Program (SSDI).

Questions for Discussion:

- What does the "D" stand for in SSDI?
- What is SSDI and who is eligible to receive it?
- Where does the money come from to pay for SSDI?

Activities for Students:

- Look at a pay stub and find the FICA tax that pays for SSDI.
- Go online and locate the local Social Security Office that serves your area and identify who to contact with questions.
- Invite a representative from your local Social Security Office to visit your school to discuss Social Security Benefits and how an individual applies for these services.
- Visit the local Social Security Office for a tour and to talk with staff that can answer questions and offer assistance to beneficiaries.
- Interview someone who is collecting or has collected SSDI.

Educator's Guide: Your Ticket to Work

Description:

This video provides an introduction to the Social Security Administration's Ticket to Work Program.

Questions for Students:

- What is an employment support program?
- What is a ticket to work and what does this ticket get for you?
- What is MAXIMUS and what do they do for ticket holders?
- What is an Employment Network (EN) and what role do they play in the Ticket to Work Program?
- What can you do if an EN is not providing you with the services you need?

Activities for Students:

- Go online to the MAXIMUS website and make a list of the services they provide to ticket holders.
- Go online to the MAXIMUS website and make a list of the Employment Networks (EN) that service your area and provide employment supports for deaf and hard of hearing individuals.
- Write four questions to ask an EN to make sure they are a good fit for you.
- Have a representative from your local Social Security Office visit your school to discuss the Ticket to Work Program.
- Role-play what you would do if you are unhappy with your EN provider.
- Visit the local Social Security Office for a tour and to talk with staff that can answer questions and offer assistance to beneficiaries.
- Interview someone who has utilized the Ticket to Work Program in finding a job.

Questions to Ask When Choosing an Employment Network (EN)

What is an Employment Network (EN)?

ENs provides employment services and other supports that help you find and keep a job.

Here are questions you should ask any EN you are considering:

1. Does your agency have any experience working with deaf or hard of hearing clients?
2. What services do you offer for a deaf or hard of hearing client?
3. I am deaf/hard of hearing. How will you communicate with me?
4. Do you have a video phone or other communication devices?
5. What is required of me as a client of your organization?

If you receive SSI or SSDI services:

- You may be eligible for a Ticket to Work from Maximus, the company that coordinates the Ticket to Work Program.
- If you would like to participate in Ticket to Work, contact Maximus.
- Once you receive your Ticket To Work, you will need to choose an Employment Network (EN) that will provide employment services that help you to find and keep a job.
- Maximus can provide a list of ENs in your area.
- It is important to choose an EN carefully to be sure the EN can provide services that meet your needs.

Take some time to think of other questions you want answered.

If an EN you choose does not work out, Maximus can help you find another EN that might be a better fit for you.

Educator's Guide: Introduction to Job Search

Introduction to Your Job Search

Description: This video introduces the concept of a job search and some of the activities and tools that are useful in initiating an organized and focused search for employment.

Questions for Students:

- Why is it important to have career goals?
- What is the purpose of a career assessment?
- Where are job openings posted and where is the best place to look for a job?
- What is networking and why do so many people find jobs through networking?
- What is a job search portfolio and how is it to be used to support your job search?
- What documents would be useful to keep in your job search portfolio?
- What is the difference between a paper and an electronic version of the portfolio and why it is good to have both types?
- How do you plan a job search?
- What role do goals and a schedule play in developing a successful search for employment?

Activities for Students:

- Draft career goals.
- Take a sample career assessment.
- Share examples of job postings from different sources.
- Start networking with family and friends.
- Develop individual job search portfolios.
- Review the Supporting Documents page on the Getting a Job! website. Look at the different documents provided to support the video topics. How might you use the supporting documents in your job search and why would it be good to have them in a job search portfolio?
- Create a list of the types of documents that you might find in a portfolio.
- Develop a job search plan including goals and a job search schedule of activities.

Educator's Guide: Job Applications

Description:

This video focuses on job applications and looks at how they are used by employers and why it is important for the job seeker to be thorough, neat, and accurate when filling them out.

Questions for Students:

- What is the purpose of a job application?
- What information might you expect to be asked for on a job application?
- Besides information, what is the employer looking to learn about you from the application?
- What should you do to ensure your application makes the employer want to learn more about you?

Activities for Students:

- Examine different job applications, both paper and online, comparing what information they ask you to provide.
- Fill out sample job applications and have others review your work.
- Develop a Job Application Worksheet (see the PEPNet "Getting a Job" website "Your Job Search" Supporting Documents page for an example of a Job Application Worksheet). This worksheet contains all the usual information you would need to fill out most applications.
- Create both paper and electronic versions of your job application information so you are ready to use them in your job search.

Application for Employment

{Insert Name of Company} is an Equal Opportunity Educational Institution and EEO/Affirmative Action Employer committed to excellence through diversity. Employment offers are made on the basis of qualifications, and without regard to race, sex, religion, national or ethnic origin, disability, age, veteran status, or sexual orientation. PLEASE TYPE OR PRINT. Complete the entire application. You may attach a resume, but you must still complete all questions; or your application will be deemed incomplete and may not be considered. Please fill out each box (don't just indicate "See Resume.") Applications with missing or invalid job numbers will not be considered for any position.

| | | | |
|--|--|---|--|
| Position Applying For: | Name (Last, First, Middle): | | Other names under which you have attended school or been employed: |
| JOB #: | | | |
| Street Address: | | City, State & Zip: | |
| Social Security Number: | Home Phone: | Work Phone: | Other Phone: |
| Are you eligible to work in the United States? | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Are you 18 years of age or older? | <input type="checkbox"/> Yes <input type="checkbox"/> No | | If NO, what is your current age? |
| Are you currently employed at (company)? | <input type="checkbox"/> Yes <input type="checkbox"/> No | | If YES, what is your current job title & department? |
| Have you ever been employed by (company)? | <input type="checkbox"/> Yes <input type="checkbox"/> No | | If YES, dates of employment & reason for leaving: |
| Are you related to any current (company employee)? | <input type="checkbox"/> Yes <input type="checkbox"/> No | | If YES, their name & their relationship to you? |
| If required for position, do you have a valid driver's license? | <input type="checkbox"/> Yes <input type="checkbox"/> No | | If YES, State of issuance, license #, and expiration date: |
| How did you learn about this employment opportunity at ? Check all that apply: | | | |
| <input type="checkbox"/> Job Bulletin (Posting) /Walk-in q Website | | <input type="checkbox"/> Dept. of Labor | <input type="checkbox"/> Ad in newspaper |
| <input type="checkbox"/> Referral by employee | | <input type="checkbox"/> Other: | <input type="checkbox"/> Ad in magazine |

EDUCATION

| Name of School | City/State | Did you graduate? | If No, # of years left to graduate | If Yes, date of Graduation | Degree received | Major |
|--|------------|--|------------------------------------|----------------------------|-----------------|-------|
| High School: | | <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |
| GED: | | <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |
| Other School: | | <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |
| College: | | <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |
| College: | | <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |
| Other credentials/ licenses/ professional affiliations, etc., which are relevant to the job(s) for which you are applying. | | | | | | |

Sample Job Application, p.2

SKILLS: Please list technical skills, clerical skills, trade skills, etc., relevant to this position. Include relevant computer systems and software packages of which you have a working knowledge, and note your level of proficiency (basic, intermediate, expert)

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| |

WORK EXPERIENCE-Please detail your entire work history. Begin with your current or most recent employer. If you held multiple positions with the same organization, detail each position separately. Attach additional sheets if necessary. Omission of prior employment may be considered falsification of information. Please explain any gaps in employment. Include full-time military or volunteer commitments. **PLEASE DO NOT** complete this information with the notation "See Resume."

PLEASE NOTE: {Insert Company Name} reserves the right to contact all current and former employers for reference information.

| | | |
|--|--|--|
| Dates Employed (most recent position) From: To | <input type="checkbox"/> Full time <input type="checkbox"/> Part-time If part-time, # hrs./wk: <input type="checkbox"/> | Title: |
| Starting Salary: | Organization Name and Address: | |
| Final Salary: | | |
| Supervisor's Name, Title and Phone #: | Other Reference Name, Title and Phone #: | Contact my current references: <input type="checkbox"/> At any time <input type="checkbox"/> Only if I am a finalist candidate |
| Primary duties: | | Reason for Leaving: |
| Dates Employed (most recent position) From: To | <input type="checkbox"/> Full time <input type="checkbox"/> Part-time If part-time, # hrs./wk: <input type="checkbox"/> | Title: |
| Starting Salary: | Organization Name and Address: | |
| Final Salary: | | |
| Supervisor's Name, Title and Phone #: | Other Reference Name, Title and Phone #: | Contact my current references: <input type="checkbox"/> At any time <input type="checkbox"/> Only if I am a finalist candidate |
| Primary duties: | | Reason for Leaving: |

Educator's Guide: Resumes

Description:

This video focuses on resumes and their purpose and format.

Questions for Students:

- What is the purpose of the resume?
- How is a resume like an advertisement or a sales brochure about you?
- How do you tailor your resume to the position you are applying for?
- What on your resume will show an employer that you are qualified for the job?
- What on a resume will get you disqualified?
- What belongs on a resume and what does not belong?

Activities for Students:

- As a group, create a list of the dos and don'ts of resumes. What belongs on a resume and what does not?
- Examine sample resumes looking for things you could include on your resume and for things that do not belong or can get you disqualified.
- Create a resume and share it with friends, family members, and teachers for feedback.
- Find a job posting for a job you would like to apply for and tailor your resume to fit that position. Share this with others for feedback.
- Create both paper and electronic versions of your resume so you are ready to provide it in whatever format an employer prefers when applying for a job.

Sample Student Resume

Dan Smith

123 Maple Street

Elwood, PA 23456

598-554-1357 Dsmith@email.com

Objective

Seeking a position in auto care and maintenance that could lead to a career as an auto mechanic.

Education

Pennsylvania School for the Deaf

Diploma: June 2010

Philadelphia, PA

Work Experience

Car Wash Attendant

Sept 2009-Present

Elwood Car Wash

Elwood, PA

Prepped cars for wash and dried cars after wash.

Lawn Maintenance

June 2009 – Sept 2009

Bob's Lawn Care

Elwood, PA

Mowed lawns, whipped weeds, and did spring and fall clean-ups.

Volunteer Experience

Teacher's aide for kindergarten and first grade classes.

Managed school varsity football team.

Activities / Interests

Student Body Treasurer, Auto repair, biking, baseball, travel.

References Available Upon Request

Marie Rice

12345 N 9th Place

Juniper, CO 78722

(421) 456-7891

marie.rice@email.com

Objective

Reliable and mature high school graduate seeking a part-time position in the childcare industry.

Work Experience**Tutor Time****Summer 2009 and 2010****Teacher's Assistant**

- Assisted teacher with preschool class
- Prepared meals for preschool students
- Supervised playground and extracurricular activities
- Helped plan field trips
- Attended training courses and maintained CPR certification

Volunteer Work**Big Brothers/Big Sisters****2009 - 2010**

- Assisted with and participated in group activities and field trips
- Monitored youth during activities
- Tutored students ages 6-12 and assisted with homework assignments

Colorado School for the Deaf**2010****Storyteller**

- Read stories to Deaf preschool students
- Assisted with Parent Night

School Organizations**National Honor Society****2009, 2010****Key Club (Community Service)****2009-10****Treasurer****Education****City High School****2006- 2010**

May 2010 Graduation

Educator's Guide: Cover Letters

Description:

This video focuses on cover letters, their purpose, and their format.

Questions for Students:

- What are the goals of a cover letter?
- Do employers read cover letters?
- What does a cover letter help an employer to decide?
- What should a good cover letter contain?

Activities for Students:

- As a group, talk about the purposes of a cover letter and what it should tell employers.
- Examine sample cover letters to get ideas for your own cover letter.
- Create a cover letter and share it with friends, family members, and teachers for feedback.
- Find a job posting for a job that appeals to you. Write a cover letter to accompany your resume and application for that job. Share what you have written with others for feedback.
- Create both paper and electronic versions of your cover letter so you are ready to use it as a template when applying for a job.

Sample Cover Letter

Dan Smith
123 Maple Street
Elwood, PA 23456
555-555-5555
Dsmith@email.com

April 19th, 2010

Steve Jones, Prep Manager
Rivertown Auto Dealership
321 Automotive Drive
Rivertown, PA 23456

Dear Mr. Jones,

Please accept this letter and resume as application for the advertised position of automotive detailer. From what I have learned about Rivertown Auto Dealership, I feel I am a good fit for your company.

By reviewing my resume I believe you will find that I am a good match for the requirements of the job. I am very self motivated and a hard worker who is proud of the work I do.

This letter and my resume give you an idea of my educational background and work experience. I am looking forward to meeting with you to discuss how I can fulfill your needs. Please contact me at the above numbers to set up an interview. Thank you, and I look forward to hearing from you.

Sincerely,

Dan Smith

Enclosure

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Educator's Guide: How to Prepare for the Interview

Description:

This video describes the preparation a job seeker should do before an interview including thinking about what the employer is looking for, dressing for success, and answering practice interview questions.

Questions for Students:

- What are the goals of an interview for the employer?
- What are the goals of an interview for the job seeker?
- What do employers hope to learn about you through the interview?
- What do you need to do and think about before the interview?
- What is appropriate and inappropriate dress for an interview and how do you decide what is right for the job for which you are interviewing?
- What kinds of questions are often asked in an interview?

Activities for Students:

- In a small group, make a list of the types of things employers are looking for when they conduct interviews.
- Come up with a list of the things a person should do before the interview and a timeline for doing them.
- Stage a fashion show where students wear examples of appropriate and inappropriate interview attire.
- Create a list of common questions asked in an interview.
- Invite local business people, HR professionals, and others who interview potential employees to share their interview tips and suggestions.
- Hold mock interviews with classmates or invite community members to come in and interview the students.

Practice Interview Questions

General Interview Questions:

1. Tell me about yourself.
2. Why do you want to work here?
3. What qualifications do you have that relate to this position?
4. What are your strengths?
5. What is your greatest weakness?
6. What are some things you find difficult to do? Why?
7. Have you ever been fired? Why?
8. What do you know about this company? This industry?
9. What are the most important things for you in any job/company?
10. Why should we hire you?

Questions that focus on your soft skills:

11. Tell me about a time when you had to handle a stressful situation.
12. Tell me about a time when you had to overcome difficulties or problems to get your job done.
13. What was the most difficult problem you've handled? How did you deal with it?
14. Tell me about a time when you had to adapt quickly to a change.
15. Give me an example of a time when you did more than the job required.

Before the Interview:

- Decide what accommodations you will need for the interview.
- If you are working with VR, talk with your counselor about the accommodation(s) you need.
- If you are not working with VR, you must ask the employer to provide accommodations when they contact you to set up the interview.
- Learn as much as you can about the company and the job you are applying for before the interview.
- Practice the interview questions.
- Choose the clothes you'll wear for the interview ahead of time. Make sure they are appropriate, clean, and ready for your interview.
- Plan for your transportation to the interview and allow *PLENTY* of time. Arrive 15 minutes before the scheduled interview time.
- Have your cover letter printed and ready to give to the employer.
- Have two copies of your resume printed and ready for the employer.
- Have your Reference list printed for the employer in case it is requested.

During the Interview:

- At the end of the interview, ask the employer about the next steps, and how you can follow up. Do they prefer an email or a call?
- Thank the person for the interview.

After the Interview:

- Send a note thanking the employer for the interview.
- If you do not hear from the employer a few days after the interview, you can contact them one time to ask if they have made a decision.

Educator's Guide: Communication During the Interview

Description:

This video focuses on how to pre-arrange accommodations for communication during an interview and what to expect when you are actually being interviewed.

Questions for Students:

- What accommodations are typically available during an interview?
- How do you decide which accommodation is best for you?
- From all the accommodation options available, and considering your specific hearing loss, which option(s) is the best for you?
- How do you make accommodation requests if you are working with VR, a One-Stop Career Center, or another agency?
- How do you make accommodation requests of the employer if you are not working with any government or other agency?
- How can body language and your actions during the interview make the difference between a successful interview and a disastrous one?
- What can you do during the interview to give the employer a good impression?

Activities for Students:

- Write a script for how you will ask for accommodations and what you will say if the person says "no," "we can't afford that option," or some other statement that they are unable to provide what you are asking for.
- Watch video examples of interviews and look for body language. Discuss how an employer will read the interviewee's actions.
- Invite someone who interviews people to visit your school to talk about the interviewing process addressing body language and people's actions during interviews.
- Hold mock interviews with classmates or invite community members to come in and interview the students. Record the interviews and critique them for body language and other behaviors during the interview.

Educator's Guide: After the Interview

Description:

This video focuses on what you should do after an interview. The discussion includes sending thank you notes and thank you emails, contacting employers, and after interview dos and don'ts.

Questions for Students:

- What is the purpose and structure of a thank you note?
- Should you mail or email the note to the employer?
- What is an acceptable way to contact the employer, what is appropriate to ask, and when is it time to move on to looking for another job?
- What are the dos and don'ts after an interview?
- What are some rejection and coping strategies that you could use if you do not get the job?

Activities for Students:

- Draft thank you notes both for mailing and emailing.
- Role-play contacting an employer to ask about their decision and what to do and say in different scenarios.
- In small groups, come up with a list of the dos and don'ts for after an interview.

Sample Thank You Email Message

TO: PSmith@sheldon.com

SUBJECT: Thank You – Billing Clerk Position Interview

Dear Ms. Smith:

Thank you for the opportunity to visit with you and discuss the Sheldon E-Solutions Billing Clerk position during our interview yesterday. The job seems to be a very good match for my skills and interests.

In addition to my enthusiasm, I will bring to the position the experience I gained this past year during my job internship in the General Hospital billing department. This internship gave me an opportunity to work cooperatively with others and prove my ability to do careful, detailed billing work.

I appreciate the time you took to interview me. I am very interested in working for you and will be contacting you in a few days to see if a hiring decision has been made.

Sincerely,

Jane Doe

JDoe@email.com

(540) 555-6241

Sample Thank You Letter

Jane Doe
170 Roanoke Street
Blacksburg, VA 24060
(540) 555-6241
JDoe@email.com

March 3, 2011

Ms. Patricia Smith
Personnel Manager
Sheldon E-Solutions
1212 Lark Lane
Richmond, VA 23230

Dear Ms. Smith:

Thank you for the opportunity to visit with you and discuss the Sheldon E-Solutions Billing Clerk position during our interview yesterday. The job seems to be a very good match for my skills and interests.

In addition to my enthusiasm, I will bring to the position the experience I gained this past year during my job internship in the billing department of General Hospital. This internship gave me an opportunity to work cooperatively with others and prove my ability to do careful, detailed billing work.

I appreciate the time you took to interview me. I am very interested in working for you and will be contacting you in a few days to see if a hiring decision has been made.

Sincerely,

Jane Doe

Educator's Guide: References

Description:

This video looks at employment references including who to include on a reference list, the purpose of references, whether employers even contact references, and what the employer hopes to learn from talking with them.

Questions for Students:

- What is the purpose of references?
- Why do employers contact references and what they are looking to learn from talking with them?
- Who should you ask to be a reference and how do you ask their permission?
- What is the difference between personal and professional references?
- How do you create and format a reference list?
- When do you present an interviewer with your reference list?

Activities for Students:

- Create a list of people who you can ask to be a reference.
- Write a script for how you will ask people to be one of your references.
- Create a role-play with another student asking them if they would be a personal or professional reference.
- Create a reference list and share it with friends, family members, and teachers for feedback.

Sample Student References

Dan Smith

123 Maple Street
Elwood, PA 23456
598-554-1357
Dsmith@email.com

References

Daniel Mitchell

Elwood Car Wash
Elwood, PA 23456
598-554-9654
Supervisor

Bob Thomas, Owner

Bob's Lawn Care
Elwood, PA 23456
598-554-7155
Former Supervisor

Sue Emmery, Instructor

Pennsylvania School for the Deaf
Philadelphia, PA 19144
215-951-4811
SEmmery@prd.org
Former Teacher

Educator's Guide: Attitude – The Right Frame of Mind

Description:

This video discusses how a positive attitude with a commitment of time and focus on goals plays a critical part in achieving personal goals and dreams.

Questions for Students:

- What role does attitude play in your daily life?
- What attitudes do you see in yourself and others? Which of these attitudes are helpful in getting and keeping a job and which are not helpful?
- How can you overcome the negative attitudes that might hold you back?
- Describe how a person might demonstrate the following attitudes: passive, take charge, team player, committed, and seeing the big picture.
- How can you use these attitudes to guide what you do so you have a better chance of your dreams coming true?

Activities for Students:

- Create a list of attitudes you see in yourself and others.
- Organize the attitudes listed in the previous question into two columns: label column one: "attitudes that can help in my job search." Label column two: "attitudes that are not helpful in my job search."
- Make a list of the following attitudes: passive, taking charge, being a team player, being committed, and seeing the big picture. Next to each attitude, write the name of one or more people (friends, family members, or characters from TV programs) you have observed demonstrating that attitude.

Educator's Guide: Hard and Soft Job Skills

Description:

This video looks at how success at any job requires more than just hard skills, such as your knowledge, skills, and ability to do the required work. Soft skills, such as getting along with people, and knowing how to interact appropriately are vital to your ongoing work success as well.

Questions for Students:

- What are hard and soft skills and can you give examples of each?
- Which skills are easier to identify on a resume?
- How might an employer assess a job candidate's soft skills?
- Why are soft skills harder to teach and learn than hard skills?
- How can you increase the chances that an employer notices your soft skills in an interview?

Activities for Students:

- Create a list of soft skills you see in yourself and others.
- As a group, describe how a person who exhibits different soft skills such as cooperation, flexibility, courtesy, dependability, personal appearance, and positive attitude might act in the workplace.
- Look at sample resumes and identify the person's hard skills.
- Watch a recorded interview and see if you can pick out the soft skills the person possesses and ones they lack.
- Talk to friends and family about soft skills that they see in you.
- Make a plan for demonstrating your soft skills in an interview and then practice interviewing with friends or family.