

Completing Applications

The **BIG** Idea

- What information do I need to complete a job application?

AGENDA

Approx. 45 minutes

I. Warm Up: Role Play (5 minutes)

II. Tips (10 minutes)

III. Job Application FAQs (10 minutes)

IV. Wrap Up: Application Review (20 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 29-30, Job Application FAQs

STUDENT HANDBOOK PAGES:

- Student Handbook page 83, Job Application Tips
- Student Handbook pages 84-86, Sample Application

FACILITATOR RESOURCE PAGES:

- Facilitator Resource 1, Application Terms & Categories

- Bubble gum (optional, for role-play)

OBJECTIVES

During this lesson, the student(s) will:

- Recognize appropriate behavior when requesting an application.
- Create a data sheet to assist in filling out a job application.
- Understand the terms and categories found on a standard job application.

OVERVIEW

Students begin this lesson by participating in a role-playing activity about what NOT to do when requesting and filling out a job application. Next, the class reviews application tips and strategies that will help them with this process. Then, they create personal FAQ sheets to help them when applying for jobs. Finally, they examine a typical application, identify what they find most challenging, and learn how to complete it.

PREPARATION

- List the **BIG IDEA** and the day’s activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- Make transparencies of the following pages:
 - **Student Handbook pages 84-86, Sample Application**
 - **Portfolio pages 29-30, Job Application FAQs**
- As class begins, select two student volunteers to participate in the role-play activity. Explain to the volunteers that the goal of the skit is to show what NOT to do when requesting and filling out a job application. Tell them that you—the Facilitator—will play the part of a teen applying for a job. One student will play your friend and the other the employer. Instruct the student playing the role of your friend to act “sulky” and impatient as you ask for and fill out an application. You can suggest that he/she grunt, sigh, pace back and forth, etc. Direct the student playing the employer to simply stand behind a desk or table and respond to your request for an application. It may help to review the steps in the actual activity. See **Warm Up: Role Play** below.
- For the **Warm Up**, clear a space at the front of class to perform the skit.

BACKGROUND INFORMATION

Filling out a job application may be routine for adults, but for teens it can be an incredibly stressful experience, and one that can cost them a job. All too often, young people rush to complete job applications, making spelling errors, leaving blanks, and getting frustrated in the

process. By becoming familiar with a typical application (most ask similar questions) and taking the time to practice filling them in, teens can better prepare themselves for the real thing.

VOCABULARY

Applicant: a person who is applying for a job.

Application: the form a person fills out to apply for a job.

Employee: a person who works for and is paid by another person or business.

Employer: a person or business that pays others for work.

Reference: a person to whom questions about a person's character or abilities can be addressed.

Salary: the amount of money a person is paid for his or her work.

IMPLEMENTATION OPTIONS

For **Activity III, Job Application FAQs**, you may wish to collect students' completed **Portfolio pages 29-30, Job Application FAQs**, and make copies for them to take home.

For **Activity IV, Wrap Up: Application Review**, if filling out an application independently is too challenging for your students, make this a whole class activity. Project the application using an overhead and walk through each part together. If the students are overwhelmed by the amount of material, you can cross out sections you don't intend to discuss.

You may wish to provide sample applications from local businesses for comparison.

ACTIVITY STEPS

I. Warm Up: Role Play (5 minutes)

1. [Welcome students to class. Have the two pre-selected volunteers (see **PREPARATION**) stand in front of the class with you. Once students have settled into their seats, introduce the **Warm Up** activity.]

SAY SOMETHING LIKE: Your classmates and I are about to put on a skit about applying for a job. Watch carefully and enjoy!

2. [You and the volunteer playing the “friend” start outside the classroom, and walk in together. You are chewing gum noisily and shuffling along. The “friend” is following you, complaining about having to go with you to get the application. You walk up to the employer and say:

“Ummm. Ummm. Like can I apply for a job? Do you have one of those thingies to fill out? (crack gum)”

The store owner gives you an application. You look at it with furrowed eyebrows and stand at the desk trying to fill it out. You grumble “Huh? What the heck does this mean?” to yourself, a little too loudly. You start to write, but grow increasingly frustrated. Meanwhile, your friend is pacing, sighing, etc.

You start erasing furiously – so much so, that it makes a hole in the paper. Eventually you crumple it up and ask for another to bring home. Your friend says too loudly, “It’s about time!”]

3. [Have volunteers return to their seats. Encourage a discussion by asking the class the following questions:
 - What kind of impression do you think the **applicant** (me) made on the **employer**? Why?
 - What do you think the applicant could have done differently? What could she have done to improve her chances of getting the job?
 - What do you think about bringing a friend along when you apply for jobs?]

II. Tips (10 minutes)

1. [Remind students of the opening skit and how frustrated the teen was filling out the application. Remind them also of the teen’s behavior. Explain that filling out the applica-

tion is just part of the process; how they present themselves when they ask an employer for an application is equally important.]

2. [Have students turn to **Student Handbook page 83, Job Application Tips**. Explain that these tips will help make their job application process successful.

Review the tips together as a class, answering questions as they come up. Additional notes:

- The application should look professional, so use black or blue pen – no exotic colors or flourishes such as dotting i's with hearts or circles.
- Try not to give specific salary requirements – This becomes more important as you apply for jobs where the salary can vary widely. When applying for entry-level jobs, it's helpful to do some research to make sure you're not asking for less than the going rate. For example, you'd hate to ask for minimum wage and later discover that the employer was willing to pay \$10 an hour.]

III. Job Application FAQs (10 minutes)

1. **SAY SOMETHING LIKE:** In just a few minutes, we'll look at an actual job application from the GAP. Applications are generally at least two pages long, so it helps to have the information you'll need at your fingertips to avoid the confusion and aggravation we saw in the skit. Today you will create your own Frequently Asked Questions (FAQ) data sheets to use when filling out job applications. On the data sheet, you will supply answers that most applications ask for. Having all the important information written down will make filling out applications much easier. You can take your FAQ sheet with you and you won't have to struggle to remember everything when you're already feeling nervous.
2. [Have students turn to **Portfolio pages 29-30, Job Application FAQs**. Instruct them to write an answer to each question, using their best handwriting. Write the name and address of the school on the chalkboard for their reference. Make yourself available to answer any questions students may have. Tell them not to fill in their social security number on the application for privacy reasons, but to be aware of what it is for when they apply for real jobs. Remind students that this information will remain in their Portfolio for their use, and will be returned to them when they graduate. If you plan on making copies of their completed forms for them to take home, let them know that as well.]

IV. Wrap Up: Application Review (20 minutes)

1. **SAY SOMETHING LIKE:** In the skit, you saw that the teen was having quite a bit of trouble filling out the **application**. Has anyone ever had this experience? What makes applications difficult to complete? [Give students a chance to respond.]
2. [Tell students that they will now take a look at a real job application. Place a transparency of **Student Handbook pages 84-86, Sample Application** on the overhead projector and direct students to open to this page in their handbooks. Instruct them to fill in all the parts they understand EXCEPT their social security numbers for privacy reasons, and to put a question mark next to any part that's confusing or difficult. Give the class 10 minutes to do this.]
3. [When 10 minutes are up, ask students what parts they found most confusing. Jot their responses on the chalkboard.]

SAY SOMETHING LIKE: Let's talk about some of the information required on most job applications.

4. [Using **Facilitator Resource 1, Application Terms and Categories**, review each part of a job application with students, explaining what the item means. After each item, answer any questions students may have.]

Application Terms and Categories

After students fill out as much as they can of the **Student Handbook pages 84-86, Sample Application**, use the following to guide your explanation of the areas students may not understand. Be sure to address all the terms with asterisks, and any others students have a question about as time allows.

GENERAL INFORMATION

*SOCIAL SECURITY NUMBER

Your employer has to report your earnings to the government. This is the number they use to keep track (and it connects to lots of other info about you as well).

DAYS/HOURS AVAILABLE FOR WORK

Knowing what days and hours you can work will help the employer figure out your schedule. Think about your after-school obligations, whether you can work weekends, etc. Are you looking for full-time work? Part-time? Seasonal? (Summers and holidays.) As a student, you are most likely looking for part-time or summer and holidays.

*WORK EXPERIENCE

The employer wants to know where you have worked before and why you left. If applicable, list your most recent job first. You may include non-paid and volunteer work as long as you say that's what it is. For each job, include information such as why you left and contact information for former employers and/or co-workers that you say are okay to call. If you don't have formal work experience, but have baby-sat or done lawn care regularly, you should list those clients as references.

Note that some applications ask, "May we contact your present employer?" In what situations would it be ok to do this? (e.g., your employer knows that you're about to go off to college and are looking for work in a new location.) In what situations would it not be ok? (Your employer doesn't know you're looking for work, and you want to wait to tell him/her until a job has been offered.)

*REFERENCES

A reference is a person, such as an employer, teacher, or other person who knows you well (not including relatives), who can tell your potential employer about you as a worker and tell what you're like as a person. When deciding who to list as a reference think about who knows you best. Who are the best people to use as references? What's the difference between a personal and professional reference? Don't forget to ask your references if it's ok!

EDUCATION & TRAINING

Employers want to know the name of your high school, where it is located (city and state), whether you graduated, and your grade point average (GPA). Since you've not graduated high school yet, you don't need to fill in information beyond high school. You may want to include the date you expect to graduate,

so employers know you're planning on finishing your degree. In the section titled College write "N/A" for "non-applicable."

If you're applying for an office position, the employer wants to know if you can type and at what speed or "words per minute" (WPM). If you've taken a keyboarding course, you may already know your WPM. If not, you can find free typing tests on the Internet that will calculate this for you. 10-key (sight or touch) refers to a calculator described by its 10 number keys. The employer will also want to know your computer skills, including the types of software you are skilled at using, such as word processing and spreadsheets.

***ADDITIONAL EMPLOYMENT HISTORY INQUIRIES**

Employers want to know if you've ever been fired from a job, and if yes, why. If you have been fired, give a clear and brief explanation. Save the details for the interview.

All applications will ask whether you have a criminal record. Traffic tickets don't count. Only convictions count, not arrests. If you're picked up, booked, put in jail, etc., because you're suspected of committing a crime, that's an arrest. A conviction means you were actually found guilty. Since you're "innocent until proven guilty," an employer shouldn't hold an arrest against you if you weren't convicted, and you don't have to include an arrest on your application if the question is "Have you ever been convicted of a crime?"

Some applications may have other specific instructions, like "felony crime or theft-related misdemeanor in the last 7 years" or "do not include crimes that have been expunged, sealed, impounded, or annulled."

Discussion should include why an employer would be interested in your criminal record, and how to answer this if you've been convicted of a crime. (Truthfully, but as with "Have you ever been fired?," it's better to save the gory details for an in-person interview.)

PERMISSION TO WORK

If you are a non-U.S. citizen who wants to work in the U.S., you need government permission.

REFERRAL SOURCE

The employer wants to know how you heard about the job. You may have simply walked into the store (or other business) from the street. Or, you may have seen an ad in the newspaper or online. Or, perhaps you know someone who works for the company. Knowing a great employee can improve your chances of getting hired. (Knowing a lousy employee might hurt your chances, too; an employer might worry that "birds of a feather flock together.")

***ADDITIONAL QUESTIONS**

There are other things an employer wants to know about you, such as your strengths and why you want this job. This is your opportunity to show them why they should hire you. Think about this in advance and jot down some notes beforehand. Take advantage of this opportunity to show how great you are.

Job Application Tips

- Read and follow instructions carefully.
- Bring all the information you need with you (including FAQ sheet).
- Write clearly and neatly.
- Fill in all the blanks. If something doesn't apply to you, write N/A for "not applicable."
- Try not to give specific salary requirements – you don't want to ask for too much or too little.
- Don't lie. If something in your past makes you look bad, write the minimum and save the details for your interview.
- Proofread your application before you turn it in to be sure you didn't make any mistakes.
- Dress neatly when going to pick up an application.
- Ask politely for an application and say "thank you."
- Don't bring a friend with you, or if you do, have him or her wait outside.

Source: Partially adapted from http://www.quintcareers.com/job_applications.html

SAMPLE APPLICATION

GAP INC. GAP BANANA REPUBLIC OLD NAVY FORTH & TOWNE
 An Equal Opportunity Employer

EMPLOYMENT INFORMATION

General Information. Please complete all requested information. Use ink and print.

Location/Store #	Today's Date	Position Desired							
Name (Last)	(First)	(Middle)	Minimum Salary Desired		Date Available For Work				
Social Security Number			I am interested in: <input type="checkbox"/> Full-time 30-40 hrs. per week <input type="checkbox"/> Part-time 0-29 hrs. per week <input type="checkbox"/> Seasonal Holiday/Summer						
Street Address			Are you at least 18 years old? <input type="checkbox"/> Yes <input type="checkbox"/> No If you are under 18, you may be required to provide a work permit prior to working. Are you at least 16 years old? <input type="checkbox"/> Yes <input type="checkbox"/> No						
City	State	Zip	Please indicate the hours you are available to work during both day and evening (i.e., 2-4 p.m., 6-10 p.m.)						
Telephone (Home)	Telephone (Cell)	Email	S	M	T	W	TH	F	S
			Note: Should your availability change, it is your responsibility to notify your supervisor						
If you have worked for our company before (Gap, Banana Republic, Old Navy, Forth & Towne, Outlet, Factory Stores), state where, when, final position, and reason for leaving.			Do you have any relatives now employed by our company? <input type="checkbox"/> Yes <input type="checkbox"/> No						
Have you ever applied to our company before? If yes, where?			If yes, identify by name(s), position and location:						

Work Experience. List your previous experience, beginning with your current or most recent position.

Employer				Starting Position		Starting Salary	
Street Address		City	State	Zip	Most Recent Position		Most Recent Salary
Phone	Supervisor	Name/Title		Duties			
Reason For Leaving				Dates of Employment		End: Month Year	
				Start: Month Year			
Employer				Starting Position		Starting Salary	
Street Address		City	State	Zip	Most Recent Position		Most Recent Salary
Phone	Supervisor	Name/Title		Duties			
Reason For Leaving				Dates of Employment		End: Month Year	
				Start: Month Year			
Employer				Starting Position		Starting Salary	
Street Address		City	State	Zip	Most Recent Position		Most Recent Salary
Phone	Supervisor	Name/Title		Duties			
Reason For Leaving				Dates of Employment		End: Month Year	
				Start: Month Year			

References. Individuals not related to you. Business references preferred.

Reference		Street Address		City	State
Phone	Email	Job Title		How Acquainted and For How Long	

Reference		Street Address		City	State
Phone	Email	Job Title		How Acquainted and For How Long	

Reference		Street Address		City	State
Phone	Email	Job Title		How Acquainted and For How Long	

Education & Training: Please include name, street, city, state and zip code for each school.

School	Address (include city & state)	Number of Years Completed	Degree	Type of Course/Major
College				
High School				
Additional Training				

Foreign languages? _____ Spoken Fluently?

For office positions, indicate the job skills which you have performed: Typing _____WPM 10-key By Touch By Sight (Circle One)

Computer/Software _____

Other _____

Additional Employment History Inquiries

Have you ever been dismissed or forced to resign from any employment? Yes No
 If yes, please explain: _____

Have you been convicted of a felony crime or theft-related misdemeanor within the last 7 years that has not been expunged, sealed, impounded or annulled? (In California only: Do not answer yes if you were referred to or participated in a diversion program, or if your conviction was solely for a marijuana-related offense more than 2 years old.) Yes No
 If yes, state details: Convictions will not necessarily disqualify applicant; each case is considered individually.

Permission to Work

Are you legally authorized to work in the United States? Yes No
 Will you now or in the future require sponsorship for employment visa status (e.g., H1-B status)? Yes No

Referral Source

Walk-in Applicant Newspaper Ad Employee Referral (Name) _____

Community Organization (Name) _____ School/College _____

Website (Name) _____ Other (Please List) _____

Additional Questions

Why are you interested in working for our company?
What strengths would you bring to our company?
What didn't you like about your previous jobs?

NOTICE TO APPLICANTS IN MARYLAND: UNDER MARYLAND LAW, AN EMPLOYER MAY NOT REQUIRE OR DEMAND THAT AN INDIVIDUAL TAKE A LIE DETECTOR OR SIMILAR TEST AS A CONDITION OF EMPLOYMENT OR CONTINUED EMPLOYMENT. AN EMPLOYER WHO VIOLATES THIS LAW IS GUILTY OF A MISDEMEANOR AND SUBJECT TO A FINE NOT EXCEEDING \$100.

NOTICE TO APPLICANTS IN MASSACHUSETTS: IT IS UNLAWFUL IN MASSACHUSETTS TO REQUIRE OR ADMINISTER A LIE DETECTOR TEST AS A CONDITION OF EMPLOYMENT OR CONTINUED EMPLOYMENT. AN EMPLOYER WHO VIOLATES THIS LAW SHALL BE SUBJECT TO CRIMINAL PENALTIES AND CIVIL LIABILITY.

Applicant's Statement

If I am employed, I agree to abide by the rules and regulations of the Company. I understand that my employment is at-will. This means that I do not have a contract of employment for any particular duration or limiting the grounds for my termination in any way. I am free to resign at any time. Similarly, Gap Inc. is free to terminate my employment at any time for any reason. I understand that while personnel policies, programs and procedures may exist and be changed from time to time, the only time my at-will status could be changed is if I were to enter into an express written contract with Gap Inc. explicitly promising me job security, containing the words "this is an express contract of employment" and signed by an officer of Gap Inc. The above language contains our entire agreement about my at-will status and supercedes any past, future, or oral side agreements.

All of the information I have supplied in this application is a true and complete statement of the facts, and if employed, any false statement or omission could result in immediate dismissal. I understand that Gap may share the information contained in this application with other Gap employees for employment and administrative purposes and hereby consent to such transfer. I authorize you to contact my references, as well as current and previous employers, to obtain information on my work history and qualifications for employment.

Signature Date

This application will only be considered for three months. If you have not been hired within three months of filling out this application and you wish to continue to be considered for employment, you must fill out another application.

Applying for a job is easier if you have all of the info at your fingertips. Use this form to prepare.



JOB APPLICATION FAQs

Answer each question below. If something doesn't apply to you, write N/A for "not applicable." Use your neatest handwriting.

PERSONAL INFORMATION

Your name: _____

Social security #: [This info should not be written down at school, but do take this number with you when you apply for a job.]

E-mail address: _____

Phone: _____

Home address: _____ (street)

_____ (city, state, zip)

How long have you lived at this address? _____ years

Previous address: _____ (street)

_____ (city, state, zip)

How long did you live at this address? _____ years

WORK HOURS

Check the days and write the times you can work.

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

EDUCATION

Name of High School: _____

Address: _____

EMPLOYMENT HISTORY

List last job first. Please include any non-paid/volunteer jobs or experiences.

Name of employer: _____ (person or company)

Address: _____ (street)

_____ (city, state, zip)

Phone: _____ (include area code)

E-mail: _____

Supervisor's name and title: _____

Dates worked: from _____ to _____

Responsibilities: _____

Name of employer: _____ (person or company)

Address: _____ (street)

_____ (city, state, zip)

Phone: _____ (include area code)

E-mail: _____

Supervisor's name and title: _____

Dates worked: from _____ to _____

Responsibilities: _____

REFERENCES

List people your employer can call to find out how responsible you are..

Name 1: _____

Address: _____

Phone: _____

Relationship: _____

Name 2: _____

Address: _____

Phone: _____

Relationship: _____