Unit 3: Ko‘u ‘i‘ini – My Desires and Wishes

Lesson #5

‘Imi i nā mea ho‘oko i nā kumu
Using resources to support goals

LESSON OBJECTIVES:
Students will:
- Understand the benefits of gaining volunteer and paid work experience
- Identify relevant volunteer and work experiences that support their goals
- Become familiar with different kinds of applications/forms; develop skills to complete them

MATERIALS:
- 3 x 5 cards (or half sheets of paper) – 1 per student
- Method to project a website for students to review (optional)
- Volunteer Work Application example
- High School Registration Form example
  See below for the websites for the following downloadable forms:
  - State Library Application form
  - Hawaii Federal Credit Union Scholarship Application
  - Generic Job Application
  - State Work Permit – ages 14-15
- Student worksheet: Supporting Long Term Goals
- Student handout: Tips for Filling Out Applications

PROCEDURES:
• INTRODUCE LESSON:
  - Share that students are going to focus on future long-term goals and how they might take small steps while they are still a student to support accomplishing these dreams and desires.
  - Distribute a 3 x 5 card (or ½ sheet of paper) to each person and ask them to write down (in bold dark print) what they had researched as a career or job they would really love to do in the future. (If students have not done this assignment from a prior lesson, have them partner up first to discuss a career they think would be highly desirable; invite them to dream big.)
  - Have students tape their cards/paper on a chart paper. As a group, look for similarities and unique choices.
  - Discuss the idea that all of these various ways to make a living have different needed skills and requirements. Clarify what a job skill is and brainstorm a list of them. (I.e.: writing, technology skills, oral communication, use of tools, observation, mechanical skills, being able to sing or dance, memorization, listening well, collaboration, ability to analyze, ability to multi-task, etc.)
- Discuss what requirements might be needed to obtain and hold different jobs (*I.e.: required minimal education, training, or experience; being on time; transportation; ability to lift 50 lbs; ability to work days and nights; flexibility to move to another place, etc.*)

- Create small groups of students and ask them to pick and then prioritize 4-5 of the top skills and abilities they all think are important to have when they transition from being a student to having a job. Encourage them to add ideas not yet listed.

- Chart responses as students report back. Discuss which skills students might be able to gain experience in as they finish their middle and high school education.

- Ask students to start thinking of how they might be able to gain relevant skills and experiences to support their long-term goal(s). Encourage them to be creative as well as realistic in identifying resources, places, groups, and people who can help them gain experience in what they want to learn.

**MODEL LESSON:**
- Share that one skill vital to work, education, and many other areas of life is being able to accurately complete various forms and applications. Discuss why this is an important skill. Brainstorm different forms and applications students know about and discuss how the information collected is used.

- Talk about what skills and knowledge are needed to accurately complete an application or form. (*Reading comprehension, thinking skills, ability to ask questions if unclear, writing, spelling, computer skills, etc.*)

- Ask students if they know what they need to do if they want to get a job before age 18. Share that students must get a work permit.

- If possible, show students the state website for the Department of Labor and Industrial Relations and guide them through the website in general and in specific, finding work permit download for 14-15 year olds (visit: [http://hawaii.gov/labor/](http://hawaii.gov/labor/) - Go to TOOLS, then to FORMS to find Child Labor / Work Permit)

- Option: Distribute hard copies and help students begin to complete what they know. Invite them to hold onto this form for future use and review how to find it on the Internet.

**GUIDED PRACTICE:**
- Introduce the different forms you have selected. Distribute different forms to small groups of students, allowing them to help each other complete them. Schedule time for teams to teach each other about the form or application they completed. Provide students with a chance to take home or review all the forms (*I.e.: keep a set accessible to students in class*).

- Return the focus back to identifying possible places students can do volunteer work or find a job when they are old enough. Brainstorm community locations where youth currently work or volunteer.
- Distribute the one page worksheet called *Supporting Long Term Goals* along with the handout *Tips for Filling out Applications*. Read through the *Tips* information in the most appropriate way for your class. Then discuss the long-term goals worksheet and invite partners or small groups to help each other identify possible volunteer and work options. Share results when most students have gotten some ideas. Encourage students to seek volunteer opportunities soon.

**CLOSURE:**
- Help the class understand that long-term goals are met through small steps.
- Remind students about the concept of “Circles of Support” (former lesson). Encourage them to remember about the people identified who provide them with support, and to also help each other in the future as they move through their years in school. Discuss how they can support each other (*I.e.: share about opportunities, practice skills, give encouragement, listen to each other, etc.*)

**EVALUATION:**
- Invite students to share one thing they learned from this lesson and one idea to make it even better. Collect information in a written or verbal format.
- Check back periodically with the group to see if anyone has begun taking any small steps toward their long term goals, like learning something new, finding a mentor, doing volunteer work, finding a job, etc.

**RESOURCES:**
- [http://www.librarieshawaii.org/services/libcard.htm](http://www.librarieshawaii.org/services/libcard.htm)
  Site for State Library Application
- [https://www.hicommfcu.com/](https://www.hicommfcu.com/)
  Hawaii Community Federal Credit Union Scholarship Application
- [http://docdad.net/pdf/Printable-Job-Application-Form.html](http://docdad.net/pdf/Printable-Job-Application-Form.html)
  *DocDad* website with a variety of job applications
- [http://hawaii.gov/labor/forms](http://hawaii.gov/labor/forms)
  Minor work permits and other state forms
Unit 3: Lesson #5 - ‘Imi i nā mea ho’oko i nā kumu
Name ________________________________________  Date ________  Period ________

**SUPPORTING LONG-TERM CAREER GOALS**

CAREER OF CHOICE: _________________________________________

REQUIRED EDUCATION:__________________________________________

NEEDED SKILLS: ______________________________________________

______________________________________________________________________________

______________________________________________________________________________


**PLACES TO GAIN RELEVANT EXPERIENCE & SKILLS**

POSSIBLE VOLUNTEER JOBS:
*(With an organization or group; with a mentor; from family & friends, etc.)*

<table>
<thead>
<tr>
<th>NAME &amp; CONTACT INFORMATION</th>
<th>PURPOSE <em>(For others &amp; for yourself)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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</tbody>
</table>

POSSIBLE PLACES TO WORK WHILE GOING TO SCHOOL:

<table>
<thead>
<tr>
<th>NAME &amp; CONTACT INFORMATION</th>
<th>DESIRED JOB <em>(Position title &amp; skills you can develop)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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</table>
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TIPS FOR FILLING OUT APPLICATIONS

1. Read the entire form before filling it out.
2. Answer all of the questions. If you don't know something, find the answer when possible before turning in the application.
3. Draft handwritten responses on practice paper first; edit and then copy onto the form.
4. Write clearly and neatly; use black or blue ink.
5. Check spelling, punctuation, and grammar; make sure your writing makes sense to others.
6. List your most recent work experience first; include volunteer work.
7. For references, write names of people who know you well (teachers, coaches, supervisors, etc.).
8. Always ask permission before listing someone as a reference.
9. Include strengths and positive information about yourself; be honest, proud, and humble.
10. Remember to sign your application.

Information Often Requested on Employment Applications

**Personal Information:**
- Name
- Address
- City, State, Zip Code
- Phone Number (with zip code)
- Eligibility to Work in US
- Felony convictions
- Work permit if under 18 years

**Education:**
- Schools Attended
- Grade Completed
- Major (in college)
- Degree/Diploma Received
- Graduation Date(s)

**Position Information:**
- Title of the job you want
- Hours/days available to work
- When you can start work

**Resume:**
Formally organized personal history with work experience, skills, and other relevant information

**Other Job Application Details:**
*Employment Information:*
- Names, addresses, phone numbers of previous employers
- Supervisor's name
- Dates of employment
- Salary
- Reason for leaving

*References:*
- 2-3 names & job title or relationship
- Contact information (address phone number, email)
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