

## El 21: Completing a job application

FUTR Tool: 131  
PACT: yes

**Supplies:** A copy of a job application for each student

Discuss that a job application is often a person's main introduction to a workplace, so you want your application to look as professional as possible. Tell students that, when possible, you should take the application home to fill it out. Point out that, by taking it home, you can make a copy of it, fill out the copy as a rough draft, and then complete the real application. Make sure students understand that you will sometimes have to fill out an application without leaving the place of business.

Give each student a job application to fill out. Tell them to write neatly, to be sure about what they want to write before they start writing, and to try to complete all the blanks.

**Objective:** Student will fill out a job application.

|   |   |
|---|---|
| <b>Subject:</b> Expressive Literacy<br><b>Mode:</b> Hands-On, Written<br><b>Training Zone:</b> [5] Self-Awareness | <b>Readiness Factor:</b> [1] Career<br><b>Readiness Factor Category:</b> [a] Career Preparation |
|---|---|

## El 22: Compromising

FUTR Tool: 114  
PACT: yes

**Supplies:** None

Explain that compromising is the process of arriving at an agreement by each person giving up a little. Give students this example of a compromise: Janine and Jessie are twins and they are having a birthday party. Janine wants to have the party from 6:00 p.m. until 9:00 p.m. so she can go to sleep early. Jessie wants to have the party from 9:00 p.m. until midnight so she can take a nap first. They agree to have the party from 7:30 p.m. until 10:30 p.m. so that Jessie can still take a nap first, and Janine can go to sleep well ahead of midnight.

Ask two volunteers to role play compromising. Tell them to begin with the stands below and to agree on a lunch plan.

1. Pizza, chips, and soda will taste great for lunch.
2. Turkey sandwiches, carrot sticks, and milk will make a healthy lunch.

**Objective:** Student will discuss and role play compromising.

|  |   |
|--|---|
| <b>Subject:</b> Expressive Literacy<br><b>Mode:</b> Discussion, Role Play<br><b>Training Zone:</b> [4] Logic | <b>Readiness Factor:</b> [3] Personal/Social<br><b>Readiness Factor Category:</b> [i] Relationships |
|--|---|