

ACTIVITY: Contact Employers Using E-mail



Refer to student workbook: page 94

Time required: approximately 10 minutes

Master used: Contact Employers Using E-mail

Discuss how contacting employers by e-mail is another way to make direct contact. Refer to workbook page 94 to review the tips for using this approach. You may want to create two PowerPoint slides or handouts of e-mail messages—one positive and one negative—to use as examples.

ACTIVITY: Contact Employers in Person



Refer to student workbook: page 95

Time required: approximately 5 minutes

Discuss how visiting employers in person is another way to make direct contact. Refer to workbook page 95 to review the advantages of this approach. Note that these goals are the same as those for telephone contacts. Point out that students can use the same script. The only difference is that students must memorize it instead of reading it.

ACTIVITY: Role-Play



Time required: approximately 15 minutes

Role-play is particularly important with phone scripts and should be arranged if possible, even if you have to abbreviate your presentation. It is worthwhile to role-play, even if the scripts are rough.

Arrange the class into groups of three. One student in each group will be the employer, another the job seeker, and the third the observer. The employers are to act naturally—just as they would if this were happening for real. They should not make the situation particularly difficult for the job seeker, but they don't have to make things easy either. The job seekers are to present their scripts as they are written and let things take their natural course. Their objective is to get an interview, and they should be prepared to ask for it three times if necessary. The observer watches and, when the role-play is over, comments on the job seeker's