

LESSON 1

Methods of Applying for a Job

60 minutes

Strand 2.2: Engaging with the Workplace

Participating

Outcome LCW.M2.S2.APP.1

WHAT THIS LESSON DOES

Match real-style vacancies to the application method each employer uses (walk-in CV, paper form, letter or email, online form or portal, online tasks, networking), then build an Application Methods record of three roles with time and preparation cost and which you could complete this month.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.APP.1	compare different methods of applying for a job and demonstrate an understanding of the role of technology in this process.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Compare paper forms, online forms, letters, CVs, online tasks and networking as ways employers ask you to apply
- Match realistic vacancies to the application method each employer actually uses
- Record three vacancies with how each must be applied for, what each costs you in time and preparation, and which you could complete this month

KEY TERMS

Term	What it means here	For example
Application method	The specific way an employer asks you to put yourself forward for a role: a form, a letter, a CV, an online task, or a personal introduction.	A local café asking you to walk in with a printed CV on a Tuesday afternoon
Online application	An application completed through a website or app, often with fixed fields, file uploads and sometimes timed tasks before a person reads anything.	A large Irish grocery chain careers page with a multi-step form, CV upload and situational questions
Networking	Using people you already know, or introductions they make, to hear about work and put your name forward without a public advert.	A GAA coach mentioning the club needs match-day stewards and offering to introduce you to the secretary

BEFORE THE BELL

- Print all eight vacancy-card labels for the card sort (one set per pair or small group): (1) Independent high-street café: call in any afternoon with your CV; (2) Large Irish grocery chain: multi-step online careers form; (3) Year-1 electrical craft apprenticeship: apprenticeship.ie only; (4) Local leisure centre: email a short letter and CV to the manager; (5) Graduate-style scheme: online aptitude tasks before any interview; (6) Club coach needs match-day stewards: ask around, someone will put a word in; (7) County council summer admin: download, complete and post a paper form; (8) City retail chain: online form plus a short video introduction.
- The three portfolio vacancies (café walk-in, grocery-chain online form, apprenticeship.ie electrical) are in the student step copy; print those as handouts if you want paper beside devices. The other five cards are matching-only unless you choose to print full sheets.
- Be ready to model one complete Application Methods row on the board in the first two minutes of the activity.
- If allowing a live search, pre-approve sources from a shortlist such as jobs.ie, indeed.ie, local authority careers pages, apprenticeship.ie.
- On screen this lesson: card sort.

Methods of Applying for a Job

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Match the Method, Then Cost Three Roles
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a thirty-second show of hands: who has already applied for something (part-time, volunteering, a course)? Who walked in, who went online, who asked someone they knew? That spread is the lesson.

Name the cycle phase out loud: participating. This strand is where applications, interviews and the placement land.

5 min Key Terms

Keep this tight. The distinction that matters later is that networking is still an application method, not a shortcut past preparation.

35 min Match the Method, Then Cost Three Roles

On screen: card sort

SUGGESTED TIMING

- **0-2 mins:** model one complete Application Methods row on the board (use the café walk-in model in the student copy).
- **2-12 mins:** card sort on the board and devices; after the sort, harvest 1-2 disputed cards in open discussion (especially networking versus walk-in, and online form versus online task or video). Do not treat every borderline placement as a silent fail.
- **12-30 mins:** students write Application Methods for all three vacancies (shape already modelled).
- **30-35 mins:** two volunteers share which application they could complete this month and what blocked the others.

LOOK-FORS

- Time estimates that are honest (online forms often 20-40 minutes once you include account set-up and uploads).
- Students naming preparation, not only “fill in a form” (CV ready, referees asked, portal account created).
- At least one vacancy marked as not realistic this month, with a clear reason.

PORTFOLIO FIDELITY

Target filename: **Application Methods** (or .md) in the Strand 2.2 folder. Each of three rows needs method, time/prep cost, and this-month feasibility, not only a job title. This artefact is baseline workplace-application evidence for later Strand 2.2 work and Portfolio in Action, even though no ALT number is attached on this lesson yet.

TEACHING TIP

The useful surprise is usually that the walk-in is fastest and the online form is longest. Let the room discover that from their own costing rather than announcing it.

Card 8 (city retail: form plus video) is accepted under both “Online application form or portal” and “Online tasks or assessments”. If students argue either way, that is the point: harvest it in discussion after the sort.

10 min Think About It

Keep this as pair talk, then a quick whole-class harvest of two or three time estimates. Push gently on anyone who wrote “five minutes” for a full online form.

Optional portfolio add-on is one sentence only: which method they underrated. Do not turn this step into a second full write-up.

5 min What you covered

Confirm every student has Application Methods (or .md) saved in the Strand 2.2 folder before they leave. Spot-check that each entry names a method and a time cost, not only a job title.

TEACHING MOVES

- Begin with a show of hands about prior application experiences to engage the group.
- Circulate during the matching activity; after the auto-sort, open 1-2 borderline cards (especially form-plus-video) so argument is teacher-led, not a silent red mark.
- Model the café walk-in row before students write so the portfolio shape is visible.
- Use pair talk in the reflection section to draw out honest time estimates.

WHAT TO WATCH FOR

- Overlooking networking as an application method; explain that it still requires preparation and recording.
- Underestimating the time needed for online forms; lead a class discussion on realistic estimates (often 20-40 minutes with account set-up).
- Recording only job titles without methods or costs; check entries include all four fields.

DIFFERENTIATION

- Support: Offer pre-sorted examples to help with the matching task.
- Support: Permit pair work when recording the three vacancies; keep the modelled row visible.
- Extension: Invite students to substitute one vacancy with a live example from a school-approved source (jobs.ie, indeed.ie, local authority sites, apprenticeship.ie).

WHAT STUDENTS ARE LEFT WITH

- Application Methods: three real vacancies, how to apply, cost in time, which you could complete this month
- Application Methods in Strand 2.2 is baseline evidence for later application and placement work in this strand and for Portfolio in Action, even though this lesson carries no ALT number.