

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, whether that was part-time work, volunteering or a course? Who walked in, who went online, who asked someone they knew? The spread of answers is what the rest of the lesson works on, so let two or three pupils say briefly how they applied before you move on.

Say to the class that the work ahead of them over the coming weeks is applications, interviews and the placement itself, so the methods they sort today are the doors they will actually be walking through.

5 min Key Terms

Two or three minutes is enough here, because the terms are only useful once the class starts sorting vacancies. The distinction that matters later is that networking is still an application method, not a shortcut past preparation, so if a pupil calls it "the easy way in", ask them what they would send the coach that evening if he said yes.

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, using the café walk-in row that is already printed on the pupil step.
- **2-12 mins:** run the card sort on the board and on devices, then take one or two disputed cards into open discussion, especially networking versus walk-in, and online form versus online task or video. Borderline placements are not failures, so talk them through rather than marking them wrong.
- **12-30 mins:** students write Application Methods for all three vacancies, working from the shape you modelled.
- **30-35 mins:** two volunteers say which application they could complete this month and what blocked the others.

LOOK-FORS

- Time estimates that are honest, since online forms often run to 20-40 minutes once account set-up and uploads are counted.
- 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 the three rows needs a method, a time and preparation cost, and a this-month feasibility judgement, not only a job title. This piece of work is the baseline evidence of workplace applications that later Strand 2.2 work and Portfolio in Action build on, even though no ALT number is attached to 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.

The city retail card, the one with the form plus video, is accepted under both "Online application form or portal" and "Online tasks or assessments", so the interactive will not tell a pair they are wrong whichever bucket they choose. If students argue for either, take that argument into the discussion after the sort and ask which part of the application would take them longer to prepare: the fixed fields or the video. That question is what separates the two buckets in practice, and it feeds straight into the time and preparation column they are about to write.

10 min Think About It

Keep this as pair talk for the first few minutes, then take two or three time estimates from the room and put them side by side so the class hears the range. Push gently on anyone who wrote "five minutes" for a full online form, and ask them to add account set-up and the CV upload to the figure.

The optional portfolio addition is one sentence only, naming the method they underrated. Do not let this step turn into a second full write-up, because the three vacancy rows they already have are the record that matters.

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.