

# JOB SEEKER

## LEARNING OUTCOMES

Having completed this badge members will be able to:

- explain the difference between a CV and a résumé;
- prepare and present a basic résumé/CV;
- explore career options;
- prepare for an interview and demonstrate interview skills;
- explain awareness of basic Occupational Health and Safety matters relevant to a specific workplace.



## BADGE REQUIREMENTS

1. Explain the difference between a CV and a résumé, and present a completed CV/résumé.
2. Investigate at least three career options, including job vacancies and educational requirements for each career.
3. Prepare for and experience a simulated job interview.
4. Explain basic Occupational Health and Safety relevant to specific workplaces.





# Teaching ideas



1. Explain the difference between a CV and a résumé, and present a completed CV/résumé.

## Difference between a CV and a résumé

Explain the following to members.

The term 'Curriculum Vitae' comes from Latin and means 'the way your life has run'. It's usually abbreviated to 'CV' and it aims to present a well-rounded picture of the author. It details the author's educational/academic achievements and employment history – jobs/work the author has done, as well as the author's personal interests. Consequently it is usually a long document – over two pages.

The term is usually used in Europe, whilst in North America it describes the document used to apply for work in academic, educational or professional fields, for example, university professors, management positions.

A résumé is a short summary of the CV noting employment history relevant to the specific job applied for.

In Australia it seems that these two terms are often interchangeable.

## How to write a CV/résumé

Display **Leader's Resource 1** and discuss each heading with members. Ask members what they think each heading means and ask for some examples. The following notes are provided to assist you.

### Contact details

Include your name, address, telephone number, mobile and email. Make sure your name and phone/email contacts are on each page just in case the pages get separated after being printed out in hard copy.

Only use professional sounding email addresses. Remember this is a document that is promoting you so using 'funny' email addresses, for example, madhatter@wherever.com, doesn't really project you as a serious candidate.

### Date of birth and marital status

You are not legally obliged to include either. However, if you think displaying your birth date would be an advantage to you then include it. Remember this document is outlining your history and you should enter what you feel comfortable with.

### Summarise strengths

This section aims to give the person reading your CV a quick overview of your strengths which will hopefully make them want to read further. Examples of strengths include punctual, attention to detail, methodical, good natured, like to work with others.

### Personal interests

Note your interest and hobbies, for example, sports, musical instruments, clubs, as these show you as a well-rounded person.

### Career history

Outline your professional/working history in reverse chronological order, starting with your current or most recent employer, and working backwards.

# Teaching ideas



## Job title, employer, dates

State the role for which you have worked the longest, giving the name of the employer and appropriate dates, for example:

- paper boy, local, five years, 2000-2005
- food preparation, McDonalds, two years, 2006 - 2007

## Responsibilities

When writing this section don't just make a list of things you were responsible for, (for example, making tea for Monday morning Sales Meetings). Remember to include your achievements as well - things you did that benefited your employer's business, for example, you increased cost savings, brought new clients on board or increased revenue. This type of information is bound to impress. Bullet points are a great way of imparting this information in an easy to read format.

## Education and training

Start with your highest qualification first, i.e. if you completed a degree this will be the first entry in this section. Usually employers will not need to know your secondary schooling history unless you are applying for your first or second position. Again this is entirely up to you.

This section can cover university, college, industry courses, in-house courses or any other kind of professional training. Many people now include such things as First Aid Courses attended.

## Professional memberships

Here you can enter details of any professional bodies of which you are a member, for example, university alumni, career based associations.

## References and referees

List the names and contact details of referees rather than include written references. Alternatively, you could state under this heading: 'Referees available on request'.

**Always** consult with a potential referee before listing their name on your CV. It may also be advisable to let them know when you have been short listed for a position – give them a brief outline of the role you have applied for, the responsibilities and duties.

If a role you want to apply for specifically requests the inclusion of referee details then you must do so – if only to show that you have read the ad correctly!

## Customising your CV

Keep it simple! Font style should be easy to read like *Times New Roman* or *Arial*. Employers receive a vast number of applications and if a CV is too hard to follow it may be discarded.

Use 'bold' for headings as this will highlight and define each section. Avoid colours as these can distract from the most important thing - the content!

Each CV you submit should be tailored to an individual job application. Research the company in question and the industry sector so you are familiar with them as well as challenges they could be facing. Emphasise the skill set that you have that would be relevant to the particular role, leaving out what may not be suitable.



# Teaching ideas

Once you have written your CV read it through thoroughly. Then ask somebody else to read it for you. An objective opinion can often highlight areas in your CV that could be improved.

Remember this is **your** CV so you need to be happy with the way it is presented as well as its content.

Some cautionary notes:

- Highlight relevant skills, strengths and achievements. Don't highlight irrelevant skills or achievements (no matter how proud you are of making the school origami team, don't devote half a page to it).
- Don't forget to include specific career accomplishments.
- Don't write lengthy, generic job descriptions.
- Don't list less important career details before key experience and achievements.
- Keep your CV focussed on your employment history not details of your private life.
- **Always** ensure any grammar or spelling errors are corrected. It is a telling sign when describing yourself as detailed and methodical but your CV is full of spelling mistakes!
- Your CV should not exceed more than about four pages - give as much detail as possible in a succinct form otherwise the risk of the employer losing interest is heightened.
- Start sentences with 'strong' words such as implemented, initiated, designed or delivered.

From <http://www.search4jobs.com.au/help/cv-writing-tips/>

## Creating a CV/résumé

Provide members with paper and pens so they can begin to write their own CV/résumé. Distribute **Handout 1** to assist them. Members can imagine their own job, the job they are preparing the CV/résumé for, for example, hairdressing salon, McDonalds, carpenter. They can create their own qualification and experience, and don't need to be too concerned with neatness though spelling and grammar should be monitored.

Members should then choose a specific job they might consider applying for, if they were able to work, or a job they could do now. This may require some research of job advertisements in newspapers or internet sites like [www.seek.com.au](http://www.seek.com.au). Having found a job they are to discuss it with the leader and prepare a CV/résumé for the job. They may simulate/pretend that they have the required qualifications and/or experience; however this will require that they investigate educational and other qualifications the job requires so they can write the CV/résumé. This will be required for **Badge requirement 2**.

**NB.** No-one should tell untruths on a real CV. It is illegal to write false academic qualifications.

# Teaching ideas



## 2. Investigate at least three career options, including job vacancies and educational requirements for each career.

Members can identify job vacancies by using local papers and internet sites, such as SEEK. An employment agency may also be a source of information.

Members aged **11 – 12** years may complete three of Idea 1, whilst those aged **13+** can only complete two options from Idea 1.

Members complete **Handout 3** for at least two occupations.

### Idea 1

Hold a small career day exhibit. Invite people in various professions to create a booth – bringing along samples of the work they and their company/professions provide, brochures and so on. Each booth holder should be prepared to talk with members about their profession/work. **Handout 3** could be given to booth holders to help them prepare to answer any questions from members.

### Idea 2

Invite several people of various occupations/professions to give a short (10 – 15 minute) presentation of their work to members. This could be done either in one night, or inviting different people each night of the badge time frame.

### Idea 3

Members research occupations/professions of their own choice, accessing information from the library, internet and people they know. They are to give a short (maximum five minute) presentation to the whole group, or a leader, on the occupations/professions they've chosen.

**Note:** members aged **13+** must complete at least one of these activities each, though pairs may work together on two different occupations/professions. Members may use **Handout 3** as a guide to the content of their presentation, and should include pictures or actual objects where possible (for example, tools).



## 3. Prepare for and experience a simulated job interview.

A good job interview builds on the foundation provided by a well written and presented CV/résumé. A good interview requires preparation.

### Preparing for an interview

#### What to wear

Provide a variety of clothing for members to suggest as appropriate for an interview. The Salvo Family Store or second hand clothing shop may be happy to assist.

Deciding what to wear can be influenced by the job role or indeed industry. If in doubt try to imagine what the interviewer would be wearing and mirror accordingly. Not every job interviewer will expect you to wear a suit of some kind but you need to present yourself well. Research the company's dress code and step it up a notch for the interview.



# Teaching ideas

The visual message you send makes a big difference in how you're perceived and may ultimately influence whether or not you get the job. Good grooming is also important. Your hair should be clean, neat and tidy; teeth and hands also cleaned. Use of a good deodorant will help with the problem of perspiration. Remember in an interview nerves are heightened. Avoid overbearing, strong perfumes.

In most cases your interviewer will be meeting with you for the first time. Many interviewers will be assessing your physical presentation. Your image matters because it shows your attentiveness to detail and gives interviewers an idea of how you'll represent their company to clients.

## Questions to ask the interviewer

Asking the right questions shows that you have researched the organisation and the role, given thought to the position and how you can assist the organisation. The following questions are guides only – not all will be appropriate for every interview.

- How did this position become available?
- Can you describe a typical day for a person in this role?
- What are some of the challenges one faces in this role?
- How is the employee evaluated?
- What are the company's future aspirations?
- Can you tell me more about the interview process?
- What are the strengths and weaknesses of the company as you perceive them?
- Where do you see the company (or department) heading in five years time?
- How would you describe the office culture?
- What does it take to be successful in this role?
- Are there opportunities for additional job training / development?

Ask members for other suggestions.

## Body language

Ask members to describe body language and to discuss why it is important in an interview.

When we communicate:

- 7 % of the message comes from the words we use;
- 38 % comes from the tone we use;
- 55 % comes from our body language.

Body language always impacts what you are communicating. Some experts argue that even when communicating over the phone, your body language will have an impact on the person.



# Teaching ideas



## The handshake

A positive handshake will break the ice and will get the interview moving in the right direction. As you approach the interviewer make eye contact and be sure to give a smile showing some teeth. Meet head on facing them directly. This will promote openness, confidence and trustworthiness.

On your approach, extend your right hand. Continue to smile. The aim here is to connect with the interviewer the part of your hand between your thumb and forefinger. This part should interlock with the same part of the interviewer's hand.

Your grip should be just right; natural and friendly. Crushing grips can be seen as over powering or obnoxious. A limp grip can give an impression of disinterest. Your grip should be of a comfortable pressure communicating confidence and ability.

## Handshake blunders

- Shaking the tips of the finger – may be perceived as a lack of self confidence.
- Energetic arm pump – can sometimes be perceived as insincere.
- Extending your arm with your palm facing down – may be seen as disrespectful.

Demonstrate handshakes and explain the 'message' each conveys. Pair members up to practise.

## Eye contact

Use two members to demonstrate good eye contact. One of the pair talks whilst the other looks around the room. Allow the demonstration to proceed for at least one to three minutes then ask the speaker how he/she felt about their partner's eye contact and level of interest in the conversation.

Good eye contact displays confidence on your part and helps you understand what the other person is really saying. Looking someone in the eye as you talk with him/her shows that you are paying attention. Listening is the most important human relations skill.

Begin eye contact as soon as you start a conversation with someone. You may wish to begin even earlier if you are trying to get someone's attention. Eye contact should be held 70 - 80 percent of the time. Long stares are considered invasive and uncomfortable; constantly looking around shows disinterest. It's OK to look around occasionally provided your gaze returns quickly to the other person.

Be sure to maintain direct eye contact as you are saying goodbye. It will leave a positive and lasting impression.

Pair members up and allow them to practise eye contact.

## Posture

When you slouch, you look disinterested. Keep your head up, shoulders back, chest out. When seated lean forward slightly from the hip. This will help make you look interested.



# Teaching ideas

During an interview never fold your arms above your head. This will signal to your interviewer that you may be bored during the interview. This can also convey an impression of too laid back/at ease. Gesturing/talking with your hands is natural. Keep in mind that getting carried away with hand gestures can also be distracting. Avoid touching your mouth when talking.

Your smile is a powerful way to show your interviewer that you're a happy and positive person. Showing some teeth will also help on a subconscious level. Demonstrate the following signals (or invite members to demonstrate) and ask the group which message they think each one conveys. It is important to remember that these actions don't always convey a message, e.g. you may rub your nose simply because it's itchy, however the more aware members are of their body and the potential message gestures can send will help them to convey the right message.

- Arms crossed – cautious, defensive reserved, uninterested in a conversation.
- Tapping fingers – agitated, anxious, bored, calculating.
- Resting your palm on your chin – critical, cynical and negativity towards the receiver.
- Nose-rubbing or nose-touching when giving a verbal response – a sign of doubt, dishonesty.
- Rubbing around ears when giving a verbal response – usually performed while 'winging' an answer, commonly associated with 'I don't know' type response.
- Leaning forward – interested, willingness to comprehend.
- Rubbing the back of your head or neck – may suggest a disinterest in the conversation.
- Staring blankly at the floor – may suggest a disinterest in the conversation.
- Rapidly nodding your head – may display impatience/eagerness to add something to the conversation.
- Slowly nodding – shows a positive interest/comprehension/validation.
- Rubbing your collar – nervousness.
- Biting your fingernails – nervousness.

## Small talk

Small talk (also known as chitchat) is small friendly pieces of conversation. It usually helps to begin conversation between people who are not known to each other, as well as to build upon existing social and professional relationships. Small talk is a powerful rapport building tool and it can help to decrease nerves/anxiety. Small talk can be used to fill 'awkward' silences, e.g. following someone to a meeting room for an interview, waiting for an elevator.

Having given the explanation to members, allow members to engage in small talk in pairs. Leaders should also be engaged in small talk with members and/or ask pairs what they are talking about.

Before talking about topics for 'small talk', ask members to suggest topics.



# Teaching ideas

## Suggested topics for 'small talk'

- How has your day been?
- How long have you worked for the company?
- Do you have any plans for the weekend?
- Talk about your surroundings, for example, furnishings, grounds, weather.
- The latest films
- The local football team
- A popular news topic

## Small talk do's and don'ts

### Do's

- Listen genuinely.
- Listen more than you talk.
- Show that you are interested by using positive body language.
- Prepare a few topics or lines of small talk.
- Find a topic you can both relate to, for example, sports, film/television.
- Stick to small talk and not idle gossip.

### Don'ts

- Ask questions which may be considered trivial or too personal.
- Ask 'closed' questions, for example, that require 'yes/no' answers.
- Look around the room when you are in a conversation with someone.





# Teaching ideas

## What to bring

Below are items you may wish to consider.

Item	Purpose
Pen and paper	These simple tools show that you're organised. A blue or black ink pen, and note or lecture pad.
Extra copies of your CV/résumé	Although the interviewer may have a copy of your résumé, it's also a good idea to have an extra copy.
Job advertisement/job description supporting research material	This will reinforce that you have researched/prepared for the position.
Folder/binder	A place to keep the above. Choose a folder of reasonable quality.
Portfolio	If applicable take quality examples of what you are capable of. It's a chance to really impress your interviewer.
Drivers licence or appropriate photo identification	Your ID may be required when completing a further application form or security check.
Money	May be required for lunch or transport.
Diary/calendar	This will come in handy if your interviewer would like to meet with you again. It also means that you know exactly when you are available and reinforces that you are organised.

## Participate in an interview

Using leaders, and other adults, set up an interview with each member for a specific job. Having discussed with members the job they wish to apply for, inform the interviewer so he/she can prepare accordingly for a mock interview.

To make it very formal, write to each member stating the time and location for their interview. Create your own letterhead if you wish and post letters to members.

Members are to attend the interview appropriately dressed, bring a copy of their CV/résumé, and be prepared to answer and ask questions related to the job. The CV/résumé should be prepared as part of **Badge Requirement 1**.

Provide a copy of **Leader's Resource 2** for each interviewer as a guide.

# Teaching ideas



## 4. Explain basic Occupational Health and safety awareness relevant to specific Workplaces.

Describe what Occupational Health and Safety (OHS) is – if you're not sure invite someone with the knowledge to address the topic.

Members are to conduct an inspection of the parade room to identify potential health and safety issues, meet together to share their findings and suggest solutions.

Identify some workplaces with differing OHS requirements, for example, an office, a factory, a garage, a school, a church.

Either discuss each work place with the whole group or assign one or more scenario to each group to discuss. You can add, change or delete the workplaces as you wish.

Firstly members are to list elements they may find in the workplace (some ideas are provided); then consider the potential OHS hazards and list suggestions to reduce the hazard.

A sample chart is provided.

Workplace	Potential Hazards	Possible solutions

### Specific Workplace elements

*Commercial kitchen* = hot surfaces, personal hygiene, pan handles, slippery surfaces, insects and rodents, fire, steam, hot water, electricity, gas.

*Office* = electrical cords, electricity, clients, electrical equipment

*Factory* = machinery, slippery surfaces

*Hospital* = wet surfaces, sharp instruments, blood, patients

*Motor repairs* = toxins, machinery, tools

*Hairdressers* = sharp instruments, wet surfaces, toxins, electricity, customers

*Schoolroom* = students, electrical equipment, playground equipment, hard surfaces, sharp objects

*Carpenter* = tools, sharp objects, equipment, wood

*Retail* = customers, equipment, cash register, trolleys, plastic bags

Alternatively set the room up according to the work environments suggested and/or display photographs.

Members walk around the environment/s (or observe pictures) individually and list potential hazards to health and safety.

Bring members together to share their ideas and create the chart suggested above. Members can suggest possible solutions for hazards on the suggested chart.



# **Leader's resource 1**

**Contact details**

**Date of birth and marital status**

**Summarise strengths**

**Personal interests**

**Career history**

**Job title, employer, dates**

**Responsibilities**

**Education and training**

**Professional memberships**

**References and referees**

# Leader's resource 2

## INTERVIEW QUESTIONS

### Instructions to interviewer

You may add, change or delete questions as you feel appropriate; remembering that members have probably not participated in an interview before, they are not really applying for a job, and they probably have created the qualifications and experience on their CV.

The interview should last 15 - 20 minutes. Please note the member's punctuality, dress, grooming, how well they answered questions and knew the job, and the questions they asked.

At the conclusion of the interview, please share with members how they did – noting both positive and detrimental behaviours and attitudes, e.g. looked around the room, nail biting or fidgeting, appear interested, good eye contact, asked good questions. Don't mark ratings during the interview as this is off-putting to the person being interviewed.

- Why have you applied for this job?
- Why do you want to work for this company?
- What do you know about the company and the particular job?
- How do you see yourself contributing to the company through this role?
- Tell me about a time when you put in extra effort to help a team meet its goals. How did you do that? What happened?
- Tell me about a project you did that makes you the proudest. What made it so good? What was your role?
- We all have had times when we just couldn't complete everything on time. When and how has this happened to you?
- If we're lucky, sometimes we can identify and correct a small problem before it becomes a major problem. Can you give me an example of when you were able to identify a small problem before it become major? What did you do?
- What are some of the most difficult writing assignments you have had? Explain.
- Have you ever helped a peer learn something new? How did you teach this person?

### Interviewer's Observations/Ratings: Presentation/Communication Skills

Criteria	Ratings 1 = Unsatisfactory 2 = Marginal 3 = Competent 4 = Good 5 = Outstanding				
1. Arrived punctually.	1	2	3	4	5
2. Presented professionally and confidently.	1	2	3	4	5
3. Maintained positive body language, e.g. eye contact, gestures, attentiveness.	1	2	3	4	5
4. Showed effective listening skills.	1	2	3	4	5
5. Organised and presented thoughts clearly and logically.	1	2	3	4	5
6. Focused and succinct in answering.	1	2	3	4	5
7. Spoke clearly, articulately and fluently.	1	2	3	4	5
8. Verbal and non-verbal communication was congruent.	1	2	3	4	5
9. Appeared relaxed /comfortable.	1	2	3	4	5
10. Asked intelligent and relevant questions.	1	2	3	4	5

# Handout 1

## Guards/Rangers

### Tips for Writing an Effective CV

A CV (or résumé) is a document developed by job applicants to promote their suitability for employment to prospective employers. Along with a covering letter and/or your response to the selection criteria, your CV will also help determine whether or not you are short-listed for an interview.

While there are many things that an employer expects to find in your CV, there is also room for flexibility.

#### What to include in your CV

- Current contact information, citizenship/country of permanent residence.
- Present and previous positions which includes information about the position, your responsibilities, outcomes and/or major achievements.
- Notice period of resignation required for present appointment.
- Details of education, and professional training and qualifications including summary of academic record, professional and community affiliations.
- Details of voluntary experience.
- Any other relevant information, such as offices held in professional bodies, community service.
- Contact details of at least three referees whom the employer may contact.

A good CV helps you get your foot in the door. So, in order to capture the employer's attention, your CV needs to stand out from all the others and the language you use to express your qualifications and achievements can help to attract the attention and interest of employers.

#### Remember to:

- keep the length to a minimum. Depending on your work and experience, around three to four pages should be enough;
- keep the layout and design legible, consistent and easy to follow, with good clear headings, large easy-to-read typeface such as *Times New Roman* or *Arial*;
- use good quality, plain paper and print on a high quality printer (for paper based submissions);
- orientate it towards the position you are applying for and use specific (and quantifiable) achievements rather than duties and responsibilities. It should tell prospective employers everything that might interest them and nothing that will waste their time;
- write in clear, concise terms, and use active words (e.g. accomplished, created, enhanced, launched, negotiated). If you don't feel comfortable with this, write a factual statement such as: 'Improved customer service levels through ...';
- keep it succinct by writing in point form as opposed to prose as employers may skip long blocks of text;
- put your work history and educational details in reverse chronological order, that is, by starting with the most recent;
- be specific in your CV and highlight positive outcomes, for example use numbers or percentages to illustrate your successes or the impact you can have;
- be flexible in the use of headings. You can shape headings to suit your purpose by either combining similar headings that have limited information or where you have insufficient detail for just one category. For example, 'Memberships', 'Community Involvement' may be better as 'Memberships and Community Involvement'.

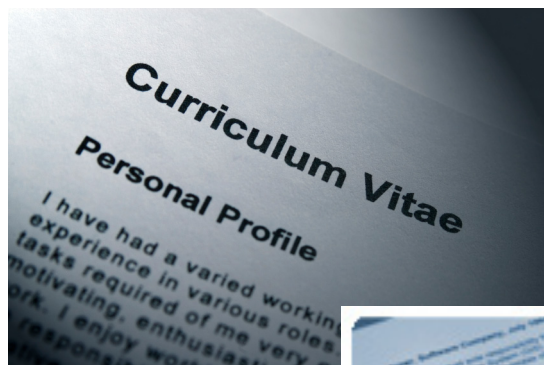


# Handout 1 (contd)

## Guards/Rangers

### Try not to:

- exaggerate your experience to make it sound more impressive. If it can't stand up to scrutiny in the interview, you are likely to significantly reduce your chances of getting the job;
- claim complete responsibility for achievements; implying no one else deserves any credit, which is usually not the case;
- write a novel. The CV should concisely paint a picture of you and your work history. Key points should be highlighted to develop interest and excitement about you as a potential candidate;
- use a narrative style. Highlight your accomplishments in a bullet point format and then you don't need as many complete sentences. But be warned: brief points must be carefully thought out;
- use initials and jargon. Write so you're understood. There's a general consensus by good interviewers that people who really know their subject write and speak clearly and don't try to complicate issues.



# Handout 2

## Guards/Rangers

### Prior to the interview

- Explore the prospective employer's website
- Try on what you'll be wearing the day of the interview making sure it is clean and pressed
- Clean/polish your shoes
- Review your resume. Be sure you can elaborate on any points
- Print off extra copies of your resume to bring
- Confirm/compile a list of referees with up-to-date contact information
- Be well groomed – clean and trim finger nails
- Prepare a list of possible questions to ask the interviewer
- Review/anticipate common interview questions and answers
- Practice a mock interview with a close friend
- Research salary information
- Have a good dinner and get a good night's sleep
- Remember to set your alarm clock
- Shower, have clean combed hair
- Use deodorant



### Tips for job interviews

1. Research the company
2. Smile and be enthusiastic
3. Know your key strengths
4. Use small talk just before your interview
5. Never talk badly about your previous employer
6. Don't chew gum during the interview
7. Arrive 15 minutes early
8. Make a good first impression
9. Deliver the right handshake
10. Expect to feel a bit nervous
11. Don't sit down until you are offered a seat
12. Be well groomed
13. Answer questions concisely and be prepared to give further detail
14. Bring extra copies of your resume to the interview
15. Give one to two minute responses to questions
16. Be prepared to elaborate on your resume
17. Use body language to show interest
18. Be open and honest
19. Ask for clarification if you are unsure of a question
20. Avoid bringing up salary talk in the first interview
21. Turn your mobile off before entering the building
22. Ask at least three intelligent questions
23. Use your interviewer's name
24. Avoid things that jingle in your pocket like keys or coins
25. Use proper English – avoid slang
26. Don't keep checking your watch for the time
27. Use humour where appropriate
28. Conclude with a sincere statement of interest in the position
29. Thank the interviewer/s
30. Send a thank you letter
31. Don't give up!



# Handout 3

## Guards/Rangers

### occupations/Professions

Name of occupation/profession

What service does the job provide? How does the work benefit the company/society?

Skills and knowledge required for the occupation/profession

How are the skills & knowledge acquired? (e.g. university, on-the-job; include time required to gain qualification, and list some places where the skills and knowledge are taught, e.g. Monash University, TAFE.)

List equipment required by occupation/profession (if any)

What is it about the occupation/profession that interests you?

# Handout 4

## Guards/Rangers

Photocopy one set of questions for each group.

1. Whilst employees today are free people – free to apply for jobs, free to leave them when they want – in what way could employees be considered ‘slaves’?
2. Paul (who wrote the verses) tells slaves to ‘please’ their owners. Using words and ideas in the verses, list how can employees ‘please’ their employers today? Think, too, how employees can ‘displease’ their employers and add these in a separate list.
3. What does Paul say is the result of obeying employers?
4. What might this mean for you when you have work (chores/jobs) to do?



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# Devotional ideas



- 1. Title:** A God approved workman  
**Bible:** 2 Timothy 2:15  
**Thought:** Prepare yourself to be a good worker  
**Supplies:** Bible

Ask members to share what they'd like to do in terms of work/career. Ask what motivates them toward their identified career; what do they know about the work; what will they need to do, in terms of education and training, to reach their goal?

Some members may not yet have a clear idea of any particular occupation that interests them, and that's OK. Some may have several thoughts on the subject. Ask them to share whatever ideas they have, acknowledging that they may change their mind in the future.

Read 2 Timothy 2:15. Explain that Paul is writing to a young man, possibly in his 20s or 30s, who is looking to become a leader in the church.

What does Paul mean by 'a workman who does not need to be ashamed'? (He advises Timothy to know his Bible – as he wants to be a church minister – so he won't be embarrassed by a lack of knowledge.)

How can members present themselves to God as 'approved'? (By also working hard/doing their best whilst at school and later in tertiary education and/or training for the job they want, that is becoming a very skilled office secretary, builder, technician, nurse, teacher or whatever).

Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.



- 2. Title:** Work  
**Bible:** 1 Corinthians 12  
**Thought:** All work has value because all work makes a contribution to the world  
**Supplies:** Skit, costumes (listed in skit) if desired

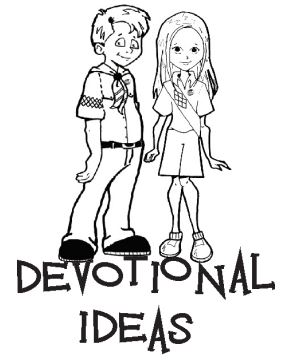
## The body-life skit

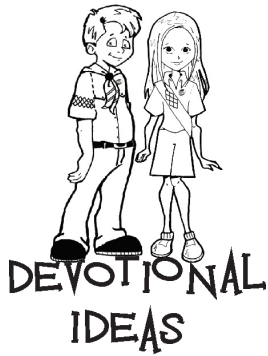
Each person portrays a part of the body and wears a sign or T-shirt that identifies the part being played, as well as the costumes assigned to each character. The skit could be rehearsed beforehand and acted out accordingly, or simply read from the script without acting. Be sure to leave time for discussion.

## Characters

The reader  
The nose (shy, sneezes a lot)  
The foot (wears big shoes)  
The ear (wears earphones)  
The eye (wears big glasses)  
The head (acts conceited)

The skit begins with the body parts in a huddle.





# Devotional ideas (contd.)

**Reader:** I'll be reading selected verses from 1 Corinthians 12. "The body is a unit, though it is made up of many parts." (The body parts spread apart and begin showing off their individual talents as the Reader continues.) "Now the body is not made up of one part, but of many parts. If the foot should say ...

**Foot:** "Because I am not a hand, I do not belong to the body."

**Reader:** "... it would not for that reason cease to be a part of the body."

**Foot:** "Oh yes it would. I mean, sure, I can go places, give senior citizens rides to church, and drive for Meals on Wheels. But I can't give money like a hand can, or cook a great dinner. Maybe I'm just not needed around here!"

**Reader:** "And if the ear should say ..."

**Ear:** "Because I am not an eye, I do not belong to the body."

**Reader:** "... it would not for that reason cease to be a part of the body."

**Ear:** "Oh yeah? I mean, I can hear and understand a good story but I can't see where anyone needs help, like an eye could. What good is it to be able to hear and understand if you can't see to do anything? Maybe I'm just not needed around here!"

**Reader:** "If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? The eye cannot say to the hand ..."

**Eye:** "I don't need you, Hand! I mean, I'm the most important part around here after all. That's pretty obvious. Anyone can see that without me, this body's just stumbling around in the dark. What good are YOU, Hand?"

**Reader:** "Nor can the head say to the feet ..."

**Head:** "Well, I don't need any of you. I can think and reason and make all the important decisions without any help at all from you guys. I'm the brains of this outfit."

**Reader:** (At this point, all the parts of the body begin arguing with each other so much that the Reader pleads with them to stop. The Nose moves off to the side and begins to cry.) "On the contrary, those parts of the body that seem to be weaker are indispensable, and the parts that we think are less honourable we treat with special honour. God has combined the members of the body ... so that there should be no division in the body," (The arguing gets progressively worse) ... "but that its parts should have equal concern for each other. OH, I GIVE UP!" (Reader walks away exasperated.)

**Ear:** Hey, wait a minute. Listen! I hear someone crying. (Everyone finally gets quiet.)

**Eye:** Look, It's (Use name of whoever is playing the Nose.) Poor guy, I wonder what's wrong.

**Head:** I've got an idea! We could go over there and find out.

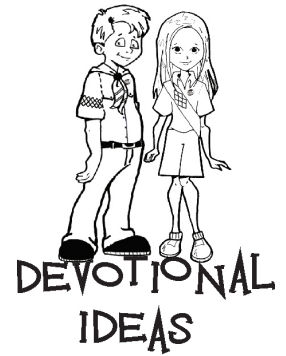
**Ear:** Hey, I like the sound of that idea!

**Head:** (acting proud) Of course it's a good idea.

**Eye:** But how could we get there?



# Devotional ideas (contd.)



**Foot:** "I could take you, I suppose." (There is general agreement. Everyone lines up behind the Foot, forms a train, and goes over to the Nose.)

**Ear:** (to Nose) "We heard you crying and we're kind of worried about you. Can we help somehow?"

**Nose:** "I don't know. I get so lonely sometimes. I wish I had some friends. But who wants to be friends with someone whose greatest talent is sniffing!"

**Eye:** "Well, I don't know about the rest of this crew, but it seems to me that we've got some trouble that needs sniffing out." (Everyone looks at the Head. Head looks sheepish.)

**Head:** "Well, maybe you're right."

**Foot:** "You just come with us. We're not perfect yet, but when we all work together, we can do a lot of good after all." (Body parts form a line with arms around each other's shoulders.)

**Reader:** (stepping in front to read) "If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it. Now you are the body of Christ."

**All:** "And each one of YOU is a part of it!"

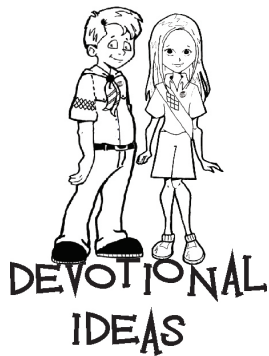
## **Discussion:**

This skit is based on 1 Corinthians 12, where Paul discusses the use of spiritual gifts, God given abilities to be used in the church to 'build up the church'. It could also apply to the employment market and attitudes toward various occupations and professions.

How might this skit apply to the employment market? (There are many types of employment/job; all of them are important; none is more important or valued than another; each has a part to play in our society; all are needed.)

What does it say about how various professions should treat other professions? (With respect, acknowledging each other's skills, ability and contribution. Not everyone can be a doctor, for example, which is good because society also needs train drivers, builders, hairdressers and so on.)

What attitude ought you to have about any profession or job you hold? (Hopefully one of self-respect, acknowledge that all work is of value and that all work contributes to the world in some way.)



# Devotional ideas



## 3. Title:

Honest work honours God

## Bible:

Colossians 3:22 - 23; Titus 2:9 - 10

## Thought:

Work like you're serving God Himself

## Supplies:

Bibles, flipchart/whiteboard, markers, **Handout 4** for each group

Divide into two or three groups and give each group a Bible and one of the two Scripture readings. Instruct groups to read the verses and answer the questions on **Handout 4**.

Allow a few minutes then bring the groups together to share their responses. Help them to understand that, as employees, we should do our work willingly, believing that by being hard working, honest, careful (that is, giving attention to details), and respectful to our employer and other employees honours God. Other people observe the manner in which we go about our work – whether joyfully or grumpy, being slack in our hours (for example, constantly arriving late and/or finishing early), whether or not we care about the work and the organisation/company, stealing from the company, how we treat other people in the workplace.

Being a good example supports our claim to be people of God; a bad example brings that claim into question. Paul challenges God's people to think of their employment as work they do for God, which he hopes will motivate them to give their best to their work and therefore to God.



## 4. Title:

Shine

## Bible:

Matthew 5:14 - 16

## Thought:

We need to show our light clearly to others

## Supplies:

Bibles, candle (a variety of candles works well), matches

Give members the candles to hold and look at, or have a display of various types of candles. Ask members what ways we use candles; these include to celebrate, to remember people, to mark special occasions, as gifts, as a devotion, and when the power goes off. Each of us can be like a candle. We can shine to show people what being a Christian is, we can give them warmth and kindness, we can be their gift.

When we are looking for a job we want to show our best qualities. This is often referred to as shining, and when we are in our job we need to always shine in how we do our work and how we behave.

Read Matthew 5: 14 - 16 and give candles to members to light. Turn off the main lights and pray with members that we are the light of Jesus and we should remember to shine for all around us.

# Devotional ideas



## 5. Title:

What shall I do?

## Bible:

Jeremiah 29:11, Proverbs 16:1 - 3

## Thought:

God has plans for our lives

## Supplies:

Bible, a University Admission Book or similar course brochures

Show members a University book used to choose a course to study. There are so many courses and so many different universities and technical colleges.

When you look at the courses you will know that some of them are not for you.

(Give an example with a personal note – for example, I'm not good with horses – I'm scared of them so I don't want to do this animal husbandry course at UWS-Hawkesbury.)

Perhaps members will have a 'discussion' with your parents when are choosing a course – maybe it is one that they think won't suit. They may have had other plans for your future.

God also has plans for our future. In Jeremiah we are told that God knows the plans He has for us and they are 'plans to bring you prosperity'. Read Jeremiah 29: 11 from the Bible and then read Proverbs 16:1 - 3.

So when we plan our future, plan our career, plan our life we need to include God in it because as Jeremiah says God has plans for us; and when we make our plans we need to ask God for advice – for Him to show us if our plans are pleasing to Him.

