

## Lesson Plan

# Resume Your Way to Employment

## Sub Indicator 8.4: Career Exploration

### Common Core Standard

Students will be able to use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.C

### Learning Objective(s)

Students will be able to identify how the basic elements of a resume, differentiate a good resume from a bad one, and choose appropriate professional references.

### Materials

- ABC Careers Worksheet
- Resume Examples
- Resume Review Worksheet
- Business Reviews
- Business/Location Rating Sheet
- My References Worksheet
- Smartboard
- Markers & Pencils

### Opening Activity – Whole Group: 15 minutes

**Activity Purpose:** Students will identify a variety of careers and skills.

#### Description of Activity:

1. Split students into groups of 3-4.
2. Provide each group with an ABC Careers Worksheet.
3. Have each group work together to identify a job and skill that begins with each letter of the alphabet.



## Activity 1 – Whole Group: 30 minutes

**Activity Purpose:** Students will learn about the elements of a resume and what makes a resume stand out to an employer.

### Description of Activity:

1. Tell students that a resume is a document created and used by someone to present their background, skills, and accomplishments to a potential employer.
2. Review the basic elements of a resume:
  - a. Contact Information - email, phone number, address.
  - b. Resume Objective - summarize your experience and why you are seeking employment.
  - c. Professional Experience - outline your employment experience:
    - i. Use bullet points to outline your job duties.
  - d. Education
  - e. Skills
3. Discuss what makes a resume stand out to employers:
  - a. Clear, to the point, and easy to read.
  - b. Proofread - no spelling or grammar mistakes.
  - c. Short (brief) - no longer than two pages.
4. Appropriate to the job - experience matches the job being applied for (i.e., information showing relevant experience).
5. Professional email address.
6. Professional Font (i.e., Times New Roman).
7. Split students into groups consisting of 3 to 4 individuals:
  - a. Provide each group with 3 resume examples, make sure at least one is a good resume and one is not a proper resume.
  - b. Provide each group with the Resume Review Worksheets.
  - c. Have students work in groups to review each resume and identify if it has the basic components of an appropriate resume and what can help to improve the resume.

## Activity 2 – Individual: 30 minutes

**Activity Purpose:** Students will explore how to choose professional references and how the references can help or hurt your chances finding a job.

### Description of Activity:

1. Tell students that references are used to provide feedback on a variety of people, places, and businesses. These include:
  - a. Ratings of businesses (i.e., Yelp and Google Reviews).
  - b. Ratings for movies (i.e., movie critics).
  - c. Ratings for commonly visited locations (i.e., State parks, beaches, etc.).
  - d. References for employment.
2. Split the class into two groups:
  - a. Provide one group with positive reviews of a business/location and one group with negative reviews of a business/location.
  - b. Provide each group with a Business/Location Rating Sheet.
  - c. Have each group read the reviews and decide if they would like to visit/work at the business/location.
  - d. Have each group rate the business/location and provide 3 reasons for their rating.
3. Once students have completed their Business/Location Rating Sheet have each group share their rating and reasons with the class:
  1. Write student's answers down on the board.
4. Discuss how receiving a positive review and receiving a negative review can impact the business/location.
5. Explain to students that employers request references as part of the hiring process:
  - a. A professional reference is a recommendation from a person who can speak to your qualifications for a job position.
  - b. When choosing a reference, one should consider someone whom:
    - i. Can talk about your skills and experience.
    - ii. Knows you well.
    - iii. Would provide positive feedback on your work ethic.
    - iv. Has a strong professional background.

## Activity 2 -- Continued

### Description of Activity:

1. Explain to students who the appropriate :
  - a. Previous employers
  - b. Previous or teachers/professors
  - c. Volunteer coordinators
2. Explain to students that other individuals (i.e., not professional), can be references may include:
  - a. Family
  - b. Close friends

## Closing Activity – Individual: 15 minutes

**Activity Purpose:** Students will identify the individuals whom he or she can use as a personal and/or professional reference.

### Description of Activity:

1. Provide students with the My References Worksheet.
2. Have students identify three individuals they can use as professional and/or personal reference (i.e., affiliation to the individual, why he or she would make a good reference, etc.).