Resumes and References: Teacher Lesson Plan

Employability Standards:

A: A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.

A.3: understand the process for seeking employment including résumé development, application completion, interview skills, and appropriate dress for work settings.

Cultural Standards:

A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.
    1. assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member;

B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.
    4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community

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Best Practices:

1- Contact each of your students individually and establish how/when they can reach out to you (the instructor). Phone/Text/Email/Google Classroom/ RemindApp / Etc.

2- Utilize "Google Classroom" to store rubrics, information, create individual assignments, etc.

3- If possible use both Asynchronous and Synchronous activities (If internet allows) - Allow for face to face time for students to interact with each other and with the instructor.

4- Give individual specific feedback to each student as they progress, not waiting till the end when the assignment is due. (Again, google classroom assignments are great for instructor monitoring student work in real time).

5- Be consistent and specific with student expectations and outcomes. Connect the assignments to real life. Explain the "why" behind each part of the activities you assign.

Content Focus—What will students learn?		
Technical	Academic	21st Century Skills
-Gathering information	-Writing in complete thoughts -Formatting -Competent use of Word/ Open Office/ Google Docs to create a Resume -Incorporating local experiences Coherently into a resume	-Creating a resume that reflects A students certifications and Relevant experiences as they Leave school and enter the work - Force -Professionally ask for references -Utilizing data on jobs/ careers To make informed choices

Activity 1- Fill out all needed information for a **resume**

How the activity can be delivered:
- Activity 1 is solo work with help from the teacher to clarify sections as needed

Materials and Resources—What do you need to assemble and prepare before the lesson?

"What to Include on Your Resume: High School - Checklist"
- Where student work will be captured
- Can be printed to be done by hand (No computer/internet)
- Can be downloaded as a PDF and students can use "kami" to fill it out (Computer + Internet)

Activity 2- Fill out all information needed for **references**

How the activity can be delivered:
- Activity 2 is solo work with help from the teacher to clarify sections as needed

Materials and Resources—What do you need to assemble and prepare before the lesson?

"What to Include on Your Resume: High School - Checklist"
- Where student work will be captured
- Can be printed to be done by hand (No computer/internet)
- Can be downloaded as a PDF and students can use "kami" to fill it out (Computer + Internet)

Activity 3 - I spy: Finding mistakes in others resumes

How the activity can be delivered:
- Activity 3 is flexible; either asynchronous or as a whole group via internet

Materials and Resources—What do you need to assemble and prepare before the lesson?

"What to Include on Your Resume: High School - Checklist"

- Where student work will be captured
- Can be printed to be done by hand (No computer/internet)
- Can be downloaded as a PDF and students can use "kami" to fill it out (Computer + Internet)

Activity 4 - Thinking about the future: What is a career I want in CTE and what could I take to get there? (Extension)

How the activity can be delivered:

- Activity 4: Can be done asynchronous
  - **CAN ONLY BE DONE WITH INTERNET!

Materials and Resources—What do you need to assemble and prepare before the lesson?

1. **"What to Include on Your Resume: High School - Checklist"**
2. **Internet Access to: AKCIS.ORG (OR O*NET)**

Activity 5 - Create a Resume (Extension)

How the activity can be delivered:

- Activity In person or online (NOT ASYNCHRONOUS!)

Materials and Resources—What do you need to assemble and prepare before the lesson?

1. **"Resumes and Peer to Peer Feedback Protocol" PPT**
2. **"Activity 5: Create a Resume - google doc template"**
3. **"Activity 5: Create a Resume - Grading Rubric"**
4. "**What to Include on Your Resume: High School - Checklist"**
   - Page labeled "Peer to Peer Feedback Protocol"

In person:

*Create a resume from Activity 1 - create a blank document in google classroom for you to monitor and give feedback to students
-After students have created a rough draft, implement a peer to peer feedback protocol
-Use PPT "Resumes and Peer to Peer Feedback"
-Print and distribute worksheet "Peer to Peer Feedback Protocol"

Tele-Conferencing:

*Create a resume from Activity 1 - create a blank document in google classroom for you to monitor and give feedback to students (A template is provided)

-Use PPT "Resumes and Peer to Peer Feedback" to break down what each section of a resume is for/how to format it.
-After students have created a rough draft, implement a peer to peer feedback protocol.
-Share document "Peer to Peer Feedback Protocol" and explain what is expected when providing feedback on a resume.
-Use PPT "Resumes and Peer to Peer Feedback."
*In "Breakout rooms" of 2 have students read a peers resume and give appropriate feedback. Then have them switch roles, provide time for feedback and then editing to make changes.

Think about exposing your students to the following:

The mission of Business Professionals of America is to contribute to the preparation of a world-class workforce through advancement of leadership, citizenship, academic and technological skills.
■ www.bpa.org

DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.
■ www.deca.org

Bringing business and education together in a positive working relationship through innovative leadership and career development programs.
■ www.fbla.org

To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through: character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.
■ www.fcclainc.org

The Future Educators Association (FEA), sponsored by PDK International, is a student organization that provides students interested in education-related careers with activities and materials that help them explore the teaching profession in a variety of ways.
■ www.futureeducators.org

Making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education.
■ www.ffa.org

The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science education students, therefore, helping the student meet the needs of the health care community.
■ www.hosa.org

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel.
■ www.skillsusa.org

The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering and mathematics concepts through co-curricular activities, competitive events and related programs.
■ www.tsaweb.org