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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Career Development |
| **Course Name** | Career Preparation I |
| **Lesson/Unit Title** | Show Yourself Off: Write a Resume! |
| **TEKS Student Expectations** | **127.14. (c) Knowledge and Skills**  (1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:  (C) develop a resume |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Create personal resumes to use when searching for a job * Differentiate between chronological and functional resumes * Add an updated resume to their career portfolio |
| **Rationale** | Including a resume with a job application is impressive and can make a job application stand out. If hiring personnel were handed a stack of job applications and only a few included resumes, those applications with the resumes would be reviewed as possible job candidates. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Chronological resume:** The most common resume. It lists and highlights your work experience, education, and personal information  **Employment record:** Jobs, duties, dates, companies and addresses of one’s present and/or previous work experiences  **Functional resume:** Allows you to focus on your skills when you do not have previous work experience to highlight  **Reference:** A person to whom one refers for testimony as to another’s character, abilities, etc.  **Resume:** A summary of personal, educational, and professional qualifications and experience |
| **Materials/Specialized Equipment Needed** | **Materials:**   * Copy of your personal resume (optional)   + Note: remove address and phone number * Markers * Paper/pen for note taking (for students) * Poster boards or butcher paper and tape * White paper * Copies of handouts * Class set of sample resume   + (samples of completed resumes may be located on websites listed in reference section)   **PowerPoint:**   * Show Yourself Off: Write A Resume!   **Infographic:**   * The Anatomy of an Outstanding Resume View these helpful tips to improve your resume so students can win potential employers over in a matter of seconds.<http://dailyinfographic.com/outstanding-resume-infographic>   **Online Resume Builder**   * Use a free online resume builder like [www.resumebuilder.org](http://www.resumebuilder.org) to build a resume   **YouTube:**   * Skills to Master the Resume   Source: TEDx Tyson <https://www.youtube.com/watch?v=_gcY_NlS79s>  **Graphic Organizers:**   * Basic Information for a Resume   **Handouts:**   * Show Yourself Off Write a Resume PowerPoint * Rubric for Resume * Functional Resume Template * Chronological Resume Template * Basic Information for a Resume |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Post six poster boards or six sheets of butcher paper on a wall in the classroom.  As class begins, divide students into six groups and assign each group to one of the poster locations. Provide markers. Allow students five minutes to brainstorm and write down their accomplishments/hobbies/activities/honors/awards on the paper.  Allow groups to share the contents of their lists.  Lists will be referenced throughout the lesson. |
| **Direct Instruction \*** | Note to Teacher: A well written resume is ONE essential element of a professional Portfolio.  Introduce lesson objectives, terms and definitions.  Begin the lesson by showing students your personal resume (optional) and/or distributing sample resume. Discuss the importance and value of a resume in career development.  Introduce Show Yourself Off: Write a Resume PowerPoint. Students will take notes using Show Yourself Off: Write a Resume PowerPoint Notes.  Have students examine and compare examples of functional and chronological resumes using handouts Chronological Resume Template and Functional Resume Template.  Provide an in-depth explanation of each resume component.  Distribute Basic Information for a Resume. Instruct students to complete the document with their personal information. This information will be used to complete their resume during the Guided Practice activity.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing peer tutoring * allow extra time for completion of assignment |
| **Guided Practice \*** | Students will have a choice of preparing a chronological or functional resume.  Students will complete a draft resume using either the Chronological Resume Template or the Functional Resume Template. This rough draft will be used later as a guide for their final typed resume. Students should incorporate the information from their Basic Information for A Resume handout (and the list created during the Anticipatory Set.  Model the use of “action” words in describing their accomplishments. Example: Instead of just saying “soccer team captain,” state as “elected soccer team captain.” Refer to examples on slide presentation.  Actively monitor what the students are writing and allow for questions. Students may require access to their cell phones or internet to look up phone numbers and addresses.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing frequent teacher/student * encouraging students to remain on task * providing frequent feedback on progress of work |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Provide students with a Rubric for Resume that will be used to assess their completed professional resume. Review all components of rubric so that students understand how their final resume will be assessed.  Computer lab:  Allow time for students to type their resumes using a word processing software, such as Microsoft Word.  If students have access to Microsoft Word™, have them follow the instructions below:   * Open Microsoft Office Word * Click on the Office Button * Click on NEW * Click on Templates * Click on Resumes * Click on Basic   Students can then follow the prompts and create, save and print their professional resumes. Remind students to save their work. Encourage students to save their resume on a USB drive if they have one.  Allow students to proofread and edit each other’s resume prior to submitting for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing extended time for typing a resume * extending possible tutoring time before or after school * allowing time at home if a computer is available * providing a list of “action” words to be used in highlighting student accomplishments |
| **Lesson Closure** | Review lesson objectives, terms and definitions. Ask questions regarding the role and value of a resume in career development.  Have students completing the following statements on their notebook paper:  A resume is important because \_\_\_\_\_\_\_\_\_\_\_\_\_.  It’s important to continually update your resume because \_\_\_\_\_\_\_\_\_.  Have students write the word RESUME vertically on their notebook paper. Using the letter, they are to write a pointer or tip about preparing a resume. For example:   * Remember to always check for grammatical or spelling errors before you print your resume * E * S * U * M * E   Students will submit this assignment for a daily grade. |
| **Summative/End of Lesson Assessment \*** | Submitted professional resume will be assessed with Rubric for Resume.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing assistance in typing final resume draft * allowing extra time for turning in resume |
| **References/Resources/**  **Teacher Preparation** | **Websites:**  There are several websites that provide examples of resume.   * Online stopwatch  Feature allows you to set a stopwatch on your computer screen.<http://www.online-stopwatch.com> * Resume Templates You will find over 250 free resume templates along with tips for writing your resume and the job interview process.<http://www.resumetemplates.org> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall definitions * Allow students to use translator websites or features when browsing websites |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Have students locate two articles from the internet regarding the importance of a resume and compare and contrast the content of the articles on a Venn Diagram. |
| **Quotes** | Boxing was the only career where I wouldn’t have to start out at the bottom. I had a good resume. **-Sugar Ray Leonard**  If you call failures experiments, you can put them in your resume and claim them as achievements. **-Mason Cooley** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**  At the end of each class, have the students write in their journals their thoughts on the following:   * The best type of resume for me would be chronological/functional (choose one) because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * A resume is important to have because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * Have students write an essay on the accomplishment they are most proud of. Students may include honors, hobbies, and achievements that can then be incorporated into their resumes.   RAFT:   * Role: Employer-School District * Audience: Applicant * Format: Want Ad for Teacher * Topic: Job Description/Employee Characteristics |
| **Communication**  **90 Second Speech Topics** | My Achievements…  Why You Should Hire Me! |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Include a cover letter and thank you letter as part of the assignment. These additional components may be integrated into their portfolio for CTSO competitions. |
| **Family/Community Connection** | **Speakers:**   * Business person from the community to speak on the importance of attaching a resume to a job application * What he/she looks for when hiring candidates for a job. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)** <http://www.texasfccla.org>   * STAR Events  Job Interview--An individual event that recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements. * SkillsUSA<http://www.skillsusatx.org/>   Championship Contest: Employment Application Process Tests the contestant’s readiness in applying for employment and their understanding of the process. The contest is available to students who are classified under the provisions of Public Law 105-17, Individuals with Disabilities Education Act, 1997. The competition includes completing an application and interviewing with the judges. Their resume and portfolio are used during their interviews.  All Championship contests require contestants to submit a resume. The quality of the resumes can be compared and used to break a tie, thus determining a winner. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.   * Have students visit a retirement home and interview the residents. Ask them about their previous work experiences and practices that helped them achieve job success. Ask the residents about the change in work ethics and what they would look for in a job candidate. * Students provide resume writing session for other students/parent group/community group. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)