

Unit #4 Title: Getting a Job

Lesson Title: The Resume

Lesson: 4 of 5

Grade Level: 11

Length of Lesson: 55-70 minutes

Mississippi College and Career Readiness Standard:

ELA: W.11.4 W.11.5 W.11.6

ELA: SL.11.1

ELA: L.11.1, L.11.2, L.11.3, L.11.4, L.11.5, L.11.6

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 2, M 3, M 4, M 5, M 6

B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7

B-SMS1., B-SMS.4, B-SMS.5

B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Materials (include activity sheets and/ or supporting resources)

Samples of resumes (strive to obtain actual resumes, with names omitted, that are acceptable and not acceptable to use as examples)

Resume worksheet

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will integrate career knowledge and self-knowledge into a resume.

Lesson Formative Assessment (acceptable evidence)

Assessment should relate to the performance outcome for goals and objectives.

Assessment can be question answer, performance activity, etc.

Students will complete resumes.

Lesson Preparation

Essential Questions:

How do people share their strengths and skills with others?

Engagement (Hook):

Enter class with a folder full of resumes. Start sorting the resumes into two categories in front of the students, ones that an employer would consider and those that would be thrown away.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Ask students: “What makes the difference between a resume that is considered and one that is thrown away? We’re going to explore ways to develop resumes that attract a potential employer to the paper you.” Counselor hands out sample resumes. 2. Have students get into groups of three or four. Tell them to review the sample resumes as if they were employers, and group the resumes into ones that would be considered and ones that would be rejected. When they have grouped the resumes, ask them to review each group and identify positive and negative characteristics. 3. Instruct students to utilize the positive characteristics of good resumes to develop a checklist for their own resumes. 4. Instruct students to list activities they might include in a resume. 5. Instruct students to complete the Resume worksheet using the list of activities. 6. Instruct students to develop a resume. 7. Students assess resumes with a partner. 8. Instruct students to review and reflect on partner’s comments, and review and refine their resumes as appropriate. 	<ol style="list-style-type: none"> 1. Students contribute ideas about criteria for ratings. 2. Students will review the sample resumes, group them into ones that would be considered and ones that would be rejected, and develop a group list of positive and negative characteristics. 3. Students, in groups, will make a checklist of positive resume characteristics. 4. Students list activities. 5. Complete Resume worksheet. 6. Students develop a resume. 7. Partners review and make suggestions for revision about their resumes. 8. Students revise/refine resumes as needed after rethinking, based on partner’s comments.

Teacher Follow-Up Activities

Have students type their resumes.
Teacher could arrange mock interviews with employers and have the students present their resumes to them.

Counselor Reflection Notes (completed after the lesson)

Resume Worksheet

Name _____
Address _____
Telephone _____
E-mail Address _____

Education, Certificates, Licenses, Awards

High School _____
Address _____
Date of Graduation _____

Other Education or Training Programs _____

Certificates _____
Licenses _____
Awards _____

Employment History

Last Place of Employment _____
Address _____
Dates of Employment _____

Other Places of Employment _____
Address _____
Dates of Employment _____

Hobbies/Activities _____

References

First Reference Name _____
Address _____
Telephone _____
E-mail _____

Next Reference Name _____
Address _____
Telephone _____
E-mail _____

Name of Interviewer _____