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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** | Investigating Careers |
| **Lesson/Unit Title** | Résumé Writing for Teens |
| **TEKS Student Expectations** | **127.2 (c) Knowledge and Skills**  (6) The student creates professional documents required for employment. The student is expected to:  (A) develop a resume;  (B) write appropriate business correspondence such as a letter of intent and a thank you letter;  (C) complete sample job applications; and  (D) explain protocol for selecting and using references. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Learn the purpose of a résumé * Review the basics of résumé writing * Create their own résumé * Request and collect Letters of Recommendation |
| **Rationale** | In the previous lesson you learned how to accurately fill out an application.  Do you know what a résumé is and how one is used? Do you know what should and should not be included? This lesson will focus on the procedure for writing a “winning” résumé. |
| **Duration of Lesson** | Two 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Skill:** The ability to do an activity or job well, especially because you have practiced it  **Experience:** Knowledge or skill that one gets from doing, seeing or feeling something  **Occupation:** A person’s job  **Qualification:** An ability, characteristic or experience that makes you suitable for a particular job or activity  **Reference:** A person who knows you and is willing to describe and usually praise you to support you when you are trying to get a job; a statement as to a person’s character or ability |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Light projector (Elmo) * Computer with internet to watch video * Copies of handouts   **PowerPoint:**  Résumé Writing for Teens  **Websites:**   * Résumés for Young People with No Experience<http://www.youtube.com/watch?v=cpM4EOhHibM&feature=related> * How to write a great résumé-3 simple steps!<http://www.youtube.com/watch?v=-8od1iolitg> * How to make a résumé in Microsoft Word 2010 <http://www.youtube.com/watch?v=Gecocswt8vg>   **Graphic Organizer:**   * KWL Résumé Writing   **Handouts:**   * 90 Second Speech Planner * Basic Information for Writing a Résumé (2 half sheets) * Gathering Information for a Résumé * Rubric for Résumé * Sample Chronological Résumé Template * Sample Functional Résumé Template * 90-second-speech-planner-4 * Basic-information-for-writing-a-résumé-half-sheet * Gathering-information-for-a-résumé * KWL-chart-résumé-writing * Rubric-for-résumé-6 * Sample-chronological-résumé-template * Sample functional-résumé-template * Word-cloud-résumé |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**   * Create one functional format résumé and one chronological format résumé with the same personal information. * Have a résumé displayed on the projector for students to see as they walk in the classroom. * Does anyone know what this is? * A résumé is a summary (usually one page) of your skills, education and experience. * A well-written résumé and the right skills can give you an edge on landing a job. In this lesson you will be creating your personal résumé.   If time permits, allow students to personalize their Résumé Word Cloud and place in their class folder/binder as a cover sheet for any other documents related to this lesson. |
| **Direct Instruction \*** | * Distribute graphic organizer, KWL-Résumé Writing and have students fill out the first two columns of the chart. The last column will be completed during lesson closure. * Introduce lesson objectives, terms, and definitions. * Introduce Résumé Writing for Teens PowerPoint. Discuss each slide in detail. * It is important that students recognize the importance and components of a résumé.   A résumé is a summary (usually one page) of your skills, education and experience. Not all résumés are the same, but there are some common elements to include in all types. The necessary elements are:   * Heading * Objective * Education * Experience * Activities * Summary of Skills * References   There are two distinct types of résumé.  A functional résumé allows you to focus on your skills when you do not have previous work experience to highlight.  The chronological style résumé follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format you would most likely use if you are new to the workforce and have limited experience.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note taking * allowing extra time for completion |
| **Guided Practice \*** | Distribute the handout, Basic Information for a Résumé and Gathering Information for a Résumé. Assist students as they input their personal information into the data sheet. This information will be used to complete their draft and final résumé during the Guided Practice section of this lesson.  Display Gathering Information for a Résumé on a projector and inform students that this is the information they will be using to complete their draft and final résumé. Explain each section and fill out as you proceed and ask for student responses.  Teacher Note: Microsoft® has several résumé templates available for student use.  On the projector, show students how to access free résumé templates. Allow the class to follow along as you model filling in sections of a résumé template.    *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * encouraging students to remain on task * allowing extra time for responses |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Provide students with a Rubric for Résumé that will be used to assess their completed professional résumé. Discuss all components of rubric so that students will be aware of how their document will be assessed.  Computer lab:  Allow time for students to type their résumés using a word processing software such as Microsoft Word® or allow them to use a résumé template. Monitor and assist students as they work independently to complete their task.  Have students proofread and edit each other’s résumés 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 extra time for completion * working with a peer tutor * have student type information |
| **Lesson Closure** | Review lesson objectives, vocabulary and definitions. Ask questions about the importance of a résumé and why it is important to have one.  Have each student complete an exit slip with the following statements: The two types of résumés are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_&\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is important to have a résumé because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Summative/End of Lesson Assessment \*** | Student résumés will be graded with the appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing extra time for completion * working with a peer tutor/editor |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * Even for summer jobs, teens should craft a résumé<http://www.washingtonpost.com/wp-dyn/content/article/2010/05/29/AR2010052901229.html> * Fletcher, Louise. “Writing Your First Résumé.” About.com [http://jobsearch.about.com/cs/résuméwriting/a/firstrésumé.htm](http://jobsearch.about.com/cs/resumewriting/a/firstresume.htm)   Job Search  Teens, Students, and College Grads<http://jobsearch.about.com/od/teenstudentgrad/Job_Search_for_Teens_Students_and_College_Grads.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Extra processing time * Clear explanation of academic tasks * Work with a peer tutor |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * About.com   Teen Advice – Article: How to Write a Résumé When You Have No Job Experience<http://teenadvice.about.com/od/adviceexpert/ht/htwriterésumé.htm>   * Encourage students to connect reading to their life experiences or prior knowledge. * Have students form their own questions about the text prior to reading or have them write down any questions that come to mind as they are reading or words they are unfamiliar with. * Have students read the article *How to Write a Résumé When You Have No Job Experience* and discuss their findings. |
| **Quotes** | Find a job you like and you add five days to every week. **-H. Jackson Brown, Jr.**  I can’t imagine anything more worthwhile than doing what I most love. And they pay me for it. **-Edgar Winter**  Nothing will work unless you do.  **-Maya Angelou** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * What do you need to know about finding the job that is right for you? * Why is it a good idea to include a résumé with a job application? * What are some of your accomplishments that would be good to list on a résumé? |
| **Communication**  **90 Second Speech Topics** | * Why is it important for teenagers to have a résumé? * What are some common jobs for students at your school? |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Listen to webinar -- *Résumés for Young People with No Experience* and share findings with the class.  Just what do you write and how do you sell yourself if you have no experience to sell on your résumé? This webinar provides some handy tips on what to include that will make you look like the professional you are! (and would like to be)   * <http://www.youtube.com/watch?v=cpM4EOhHibM&feature=related> |
| **Family/Community Connection** | * Have a guest speaker from the community (preferably someone who hires teenagers) to speak on the importance of a well written résumé and what they look for in the hiring process. |
| **CTSO connection(s)** | Family, Career and Community Leaders of America (FCCLA) <http://texasfccla.org>  Job Interview: An individual event at the SkillsUSA annual competition event – 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> |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see: <http://www.nylc.org/>  Possible idea:  Organize an after-school workshop teaching other teenagers how to put a résumé together. |

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)