

## DISPLAYING YOUR DOTS ~ PART 2 (Resume/Cover Letter Preparation)

### Instructional Lesson Plan

#### STANDARD

13.1. Career Awareness and Preparation

B. Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.

E. Justify the selection of a career.

13.2. Career Acquisition (Getting a Job)

C. Develop and assemble, for career portfolio placement, • Cover Letter of introduction • Resume

**DURATION** 40-45 minutes

**GRADE:** High School

**LESSON TOPIC:** *Displaying Your Dots in a Resume (Career Readiness)*

**UNIT:**

*How do your dots support the job you are applying for? After connecting your dots, you need to display your dots through words that demonstrate your experiences that have given you skills for the workforce?*

#### OBJECTIVES/EXPECTATIONS

- Recognize skills needed for a job posting.
- Define skills and work experience through words.
- Demonstrate understanding for parts of a resume.

#### STUDENT OUTCOMES

- Students will be able to evaluate the requirements of a job posting.
- Students will be able to connect their skills to job requirements.
- Students will be able to identify parts of a resume.

#### INSTRUCTIONAL DELIVERY

**(SLIDES 1 & 2) Pre-Reflection**

Teacher plays the audio for each slide for the class.

Question: Which is more important verbal words or written words in order to gain employment?

**(SLIDE 3) Opening Activities/Motivation:** (10 min) large group / independent study

**Discussion:**

Being able to identify jobs that you have held, skills you have learned and accomplishments both in and outside of school is important at this point in your life. You will find this information looking back on your participation in the workforce, school activities and personal experiences.

Having the opportunity to be selected for a particular career will determine on what you have shared on a resume or in an interview. Would you agree with that statement? What is written or shared in an interview is a factor in being selected for the job? Agree or disagree and explain why.

**(SLIDES 4-5) Agree or Disagree Statements** (5 min) ... After listening to the audio for each slide have the students weigh in on the following statements. THUMBS UP – I agree with the statement THUMBS DOWN – I disagree with the statement THUMBS STRAIGHT ACROSS – I am not sure about that statement

**Statement #1** – Looking at the column on the left...giving less information. Does the applicant sound mature and ready for the workforce?

**#2** – Looking at the column on the right ... is the applicant giving you more of a picture on what they actually do in these jobs?

**#3** – Taking extra time to focus on presenting your job experience is worth it.

### **INSTRUCTION:**

**(SLIDES 6) Work History** (5 min)

**Set the stage:** Have the students take a few minutes to jot down their work history as it stands right now. If they have no formal job, remind them of jobs they do at home on a regular basis...cooking, yard work, watching over their younger siblings, caring for grandparents, etc.

**(SLIDES 7-8)** Have the students list their skills obtained through their work experience.

**Extension Procedure:** Pair Share: Give students a card with a job listing; have students write down what skills would (1) be needed for that job (2) be obtained from that job.

**(SLIDES 9-12) What have you gained?** (10 min) Listen to the audio. Have students think about their accomplishments and reflect if what they have learned will support the career they are thinking of.

**Extension Procedure:** List 3 accomplishments on the board: Honor Roll; Baseball; Cashier Have students discuss what skills from these accomplishments would be helpful in the career of nursing; manufacturing; education

**(SLIDES 13-14) Giving limited personal information** (5 min) Focus on using full names; full address; and appropriate email address.

### **WRAP UP:**

**(SLIDES 15-16) Independent reflection** Listen to audio