



Lesson number: MS.CAS.1.11

Components of a Resume

Middle School Food and Agricultural Literacy Curriculum

Precepts

- M. Communication
- M2. Demonstrate professional job-seeking skills.

National Standards

- CS.02.03.03.a. Identify the skills required for various careers.
- CS.03.01.02.c. Demonstrate effective use of a resume as part of an effort to obtain a job.
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.12– Applying Language Skills

Student Learning Objectives

- As a result of this **unit** the students will...
- Explore the eight pathways of the Agriculture, Food and Natural Resources (AFNR) career cluster.
- As a result of this **lesson** the students will...
- Identify the components of a resume.

Content Outline

- I. **Identify the components of a resume.**
 - A. The **resume** is the tool we use to tell about ourselves, to share our skills and experience.
 - B. Common Components of **resumes**
 - 1. Job objective
 - 2. Education
 - 3. Work experience
 - 4. Skills or capabilities
 - 5. Significant accomplishments
 - 6. Activities or organizations
 - 7. Honors or awards

Time

Instruction time for this lesson: 45 minutes.

Resources

National FFA Organization, LifeKnowledge® materials, 2009.

Tools, Equipment, and Supplies

- Writing surface
- Overhead projector/transparencies
- 3x5 note cards – one per student
- MS.CAS.1.11.TM.A – one per teacher
- MS.CAS.1.11.TM.B – one per teacher
- MS.CAS.1.11.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in ***bold italics***:
Resume

Interest Approach

With a partner, students will think of their two favorite commercials, answer three questions for each commercial, and be prepared to share their answers with the class.

1. Is the commercial effective?
2. Why is it effective?
3. How do you know it is effective? Write these questions on a writing surface or on the board. If you want to show an actual commercial to students, you can find clips online at www.youtube.com.

When I say ACTION, you have five minutes to find a partner, determine your two favorite TV commercials, and answer the three questions written on the board for each commercial. What questions do you have?

Pause.

How many minutes?

ACTION!

As students are working monitor their progress and listen for groups you will want to share their thoughts. If you hear a group discussing something you want them to bring up to the class encourage them. Tell them they have some great ideas and ask if they would be willing to share in a few minutes. After five minutes, ask for volunteers to describe one of their commercials and answer the three questions. Have several groups share their thoughts.



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Wow! I heard some great discussion! Which group will be the first to share? Come to the front, describe one of your commercials, and then answer the three questions.

After groups have shared, encourage them to think about how that can be related to the "real world." It's not just about getting you to eat at a certain restaurant or to buy a specific car. How can we learn from these commercials to make better advertisements of ourselves?

Just like commercials are trying to make us buy their product, there are times in our lives when we have to advertise ourselves. What are some of these times? Who will share?

Pause for students to answer. Answers could include:

- Applying for jobs
- Running for an office in an organization
- Being a politician

Exactly, thank you so much for sharing! Today we are going to focus on the aspect of advertising ourselves in order to get a new job.

Summary of Content and Teaching Strategies

Objective 1. Identify the components of a **resume**.

We are now going to compare these commercials to a **resume**.

Each student will use an index card to write down their individual information and then put this information into categories we need to include on a writing surface.

As we've been discussing common TV commercials, let's think about how that might be important when you want to apply for a job. What things do you do when you apply for a job?

Possible answers include a job interview, **resume**, cover letter, etc.

Great work. Now how are those related to a commercial?

Very good. Commercials are advertisements just like a **resume** and a job interview are ways you advertise yourself in order to get a new job.

We are using LifeKnowledge HS.37 Developing a **Resume** to meet this objective.

Have the students write down things they do and skills they have. Pass out 3x5 cards to write the information down. Brightly colored cards would be preferred.

Display **MS.CAS.1.11.TM.A** and have students capture the definition in their notes.

The **resume** is the tool we use to tell about ourselves, to share our skills and experience. Today we are going to learn what is included in a typical **resume**.

Take your 3x5 card and on the lined side write your name, address, and phone number. Then write under that the middle school you attended. You might also include your grade point average if you know it.

Now take 30 seconds to think about the skills and experiences you have. Don't write anything down; just think about the skills. Think about things you do at home. Think about experiences you have had. Think about work you have done, whether it is paid or unpaid.

You may need to help some students think of their skills. Ideas might include working well with animals, able to ride a horse, can do laundry, able to check fluids under the hood of a car, able to shovel a lot of grain, able to make change.

Turn the 3x5 card over lengthwise. Write down three skills you have. Then move on to the next item.

Have students list their experiences.

Now list two experiences you have had. What kinds of paid, unpaid, or volunteer work experience do you have? List two kinds of work experience that you have. Don't necessarily list where you have worked, but what you did while you were at work.



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Possible answers might include making flower arrangements, working cattle, driving a grain truck or tractor, planting a garden, and participating on a committee. For students who do not have a lot of experience, encourage them to think about what chores they do at home. Or transition into writing S.M.A.R.T. goals (LifeKnowledge Lesson MS.15-Setting Goals) in order for them to set goals to gain more experience.

The students should have some good information that will allow them to start thinking about formatting their information into a **resume**. Transition from this exercise to talking about the components of a **resume**.

We have some great information that we can use on our **resumes**. Now we need to think about the components of a **resume**. In other words, how are they arranged?

First have the students brainstorm to see if they can come up with most of the components themselves.

Utilize the Me-You-Us e-Moment®

Let's see if we can make a list of the components. Take 30 seconds to think about what components should be included. Think about the commercials we discussed at the beginning of class. What made them effective? How does this translate into a **resume**? What would you need to include in a **resume** to advertise yourself to a potential employer?

After 30 seconds have the students start suggesting possible components and write them all on the writing surface so everyone can see the big categories that need included. Focus students' attention on the categories, not individual items. Discuss the topics as they are being suggested. Try to move them in the right direction. Write the responses on the writing surface.

Next share your thoughts with your neighbor.

Who will be the first to share an idea you have?

List the following components on the writing surface or show **MS.CAS.1.11.TM.B**.

Let's look at another list of components. Many of them are the same as the ones that we came up with. Make sure to get these in your notes.

Common Components of **Resumes**

- A. Job objective
- B. Education
- C. Work experience
- D. Skills or capabilities
- E. Significant accomplishments
- F. Activities or organizations
- G. Honors or awards

Use the *Party Host e-Moment* to review what each category is like. One student will be the host of the party while other students knock on the door and come in acting like one of the seven components. As they are acting the component out, the host will identify which component that student is acting out. This e-Moment is very similar to Whose Line Is It Anyway? You can find clips online if you want to show your students an example.

We will need seven volunteers. Thanks for volunteering. Please go wait outside the classroom until I come give you further instructions. While you are waiting, please use the expertise of each other to review the components of a **resume**. Now we need one more volunteer. Thanks so much – please come to the front of the room. Each of the seven people outside will be acting out one of the components of a **resume**. Your job as the host is to let them in the door and then determine which component they are. If you need assistance, please consult the other guests at your party – the rest of the class.

Allow students in hallway to choose which component they wish to act. In random order, they will knock on the door, will be admitted by the host, and begin acting. When the host gets the correct answer, you will need to give a signal to the next student to knock on the door. If this is the first time the students have played this game, they might need assistance coming up with how to act the components. Give them some guidance as to how they might act out each part, remembering that the focus of the lesson is really for them to be able to identify the parts.

The seven of you will now choose one of the components of a **resume** you wish to act out. One at a time, you will knock on the door, begin acting, and when the correct answer is said by the "host" you may return to your seat.



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Review/Summary

Great acting! Let's give a round of applause to our party volunteers! Let's make sure we have all of the parts of the **resume** down from the party.

When you hear a description of one of the components of a **resume**, think about what part you think it is, and be ready to share when I call on you. Remember to keep the answer to yourself until I call on you. What questions are there?

Give descriptions and call on students to respond with the mentioned component.

Application

Extended classroom activity:

Students will create a **resume**.

FFA activity:

Compete in the job interview Career Development Event.

SAE activity:

Identify possible placement SAEs and interview professionals about what types of things they look for in a **resume**.

Evaluation

MS.CAS.1.11.ASSESS.A

Answers to Evaluation

1. ___x___ Accomplishments
2. ___x___ Jobs
3. _____ Date of birth
4. ___x___ Education
5. ___x___ Activities
6. _____ Car you drive



**The resume is the tool we use to
tell about ourselves, to share our
skills and experience.**



II. Common Components of Resumes

- A. Job objective
- B. Education
- C. Work experience
- D. Skills or capabilities
- E. Significant accomplishments
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Name _____

Directions: Read each component. If it is included in a resume, place an X in the blank.

1. _____ **Accomplishments**
2. _____ **Jobs**
3. _____ **Date of birth**
4. _____ **Education**
5. _____ **Activities**
6. _____ **Car you drive**