



Unit 5: Employment Skills

Lesson Two: Building a Resume

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STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Understand the purpose and importance of a resume.
2. Develop a professional resume.
3. Create a cover letter to accompany the resume.

TIME REQUIRED: 75 to 105 minutes

RESOURCES:

1. "Cover Letter Template" — My Journey lesson plan
2. "Resume References and Thank You Letter" — My Journey lesson plan
3. FFA.org — FFA Resume Generator®, <https://resumegenerator.ffa.org/>
4. Sample High School Resumes and Cover Letters, http://www.readwritethink.org/files/resources/30847_sample.pdf

EQUIPMENT AND SUPPLIES NEEDED:

1. "Building a Resume" PowerPoint
2. A copy of the "High School Resumes and Cover Letters" samples for each group or student
3. A copy of the "Building a Resume" worksheet packet for each student
4. Internet access to the FFA Resume Generator through www.ffa.org

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- AGC09.01 Explain written organizational policies, rules and procedures common to AFNR workplaces to ensure employees perform job functions effectively.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core- Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core- Science & Technical Subjects

- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Common Core- Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. ***Introduction:*** (suggested time 15 minutes) **Refer to slides 1-3 of the “Building a Resume” PowerPoint to present lesson objectives and complete the introduction activity.**

Oftentimes, landing a job or internship requires more than just filling out a job application. Your resume and cover letter can help you attain the position you are applying for by highlighting your skills and qualifications and making you a highly competitive candidate for the job. To better understand how resumes and cover letters work, let's look at samples from high school students and discuss their effectiveness.

For the introduction activity, have each student or group of students read over the “High School Resumes and Cover Letters” samples and answer the questions on slide 3. They can either answer them individually, in groups or as a class.

- What information about the individual did you learn from the resume?
- How is the cover letter similar to the resume?
- What did you like/dislike about the formatting of the resume?
- How would a person's chances be affected if he or she didn't submit a cover letter?

While these samples are not tailored specifically to FFA and are not formatted like the ones they will create with the FFA Resume Generator on My Journey, it allows them to better understand the purpose of these documents.

In this lesson, you are going to be given the tips and tools you need to create an effective resume and cover letter that you can use to help you land a job.

2. ***Lecture and Discussion:*** (suggested time 10-15 minutes per section) **Refer to slides 4-9 of the “Building a Resume” PowerPoint.**

The items of this discussion look at the resume as a whole, developing a cover letter and gathering references. To help explain these three sections, give each student a copy of the “Building a Resume” worksheet packet. Each section of the packet corresponds to the section activity in the PowerPoint. At the conclusion of the discussion, the students can use their worksheet packet and information from the PowerPoint to create their own resume using the FFA Resume Generator.

Refer to slides 4 and 5 to discuss resumes.

Resumes are a way you can showcase yourself as the best fit for the job to which you are applying. At the end of the lesson, we will work on actually creating your resume. For now, we will address some tips for creating a good resume and brainstorm some experiences you could use later on.

Refer to slides 6 and 7 to discuss cover letters.

In addition to the resume, you should include a cover letter to reinforce who you are, what you want and why you would be a good candidate for the company. To give you that competitive edge, we will discuss what makes a good cover letter and then practice creating our own.

Refer to slides 8 and 9 to discuss references.

If an employer is interested, they will want to get some references from people you have worked with before making the decision to hire you. These references can make or break your chance of employment! In this section, we will

talk about what individuals are best suited for being a reference and how you can let them know you want to use them as a reference for the job you are seeking.

3. **Reflection:** (suggested time 30-45 minutes) **Refer to slide 10 of the “Building a Resume” PowerPoint, and have students log on to My Journey and access the FFA Resume Generator.**

Once students have accessed the FFA Resume Generator, you can either have them complete the sections at their own pace or move through it as a class depending on your time and students’ needs. Have them refer to their worksheet for help filling out their experiences, classes, awards, references, etc. Once completed, encourage them to have at least one other student review their resume to catch any mistakes they might have overlooked.

As you work through the FFA Resume Generator, remember that you need to only put in information that pertains to the job you are applying for, use your worksheet packet to help you fill out some of your sections and be thinking of someone you would like to review your resume when you are done!

Once the resume has been completed and reviewed, allow students to print or email you a copy to use as a daily grade. Also, have them turn in the “Building a Resume” worksheet packet for a daily grade and/or a formative assessment. Be sure to check for conceptual understanding and review, if necessary, before moving on to the next lesson.

4. **Leveling Up:** To make this lesson even more useful for real life application, have students create a folder with the following:

- Cover Letter
- Resume
- References
- Editor signature page

As either a class assignment or an extra credit assignment, have students take their folder to three adults to perform a review. Suggestions for reviews include an English teacher, baseball coach, a family member, etc. Include a simple signature page that allows the reviewer to sign off and/or comment on the documents and validate their review. Have the student turn in all the documents for a grade. Encourage students to make any edits that were recommended and to keep track of the updated documents because they will come in handy in the future.

NAME: _____

Building a Resume

DIRECTIONS:

Choose one of the jobs listed below and follow along with the “Building a Resume” PowerPoint. Complete each section when you reach that activity in the presentation. Once the worksheet is complete, use this information to help you build your own resume using the FFA Resume Generator©.

Floral Assistant
Sunnyside Florist
123 First Avenue
Sunnyside, AZ 83505
Contact Hiring Manager:
Mary Smith

Sales Associate
Sun Bright Nursery
111 Stem Street
Sunnyside, AZ 83505
Contact Sales Director:
John Doe

Operations Assistant
Sundale Greenhouse
321 Potts Drive
Sunnyside, AZ 83505
Contact Sales Director:
Jess Brown

Resume Activity

Brainstorm experiences for each category that are relevant to the job position you are seeking. Try to capture at least one experience in each category.

The diagram consists of seven overlapping circles arranged in a circular pattern. Each circle is labeled with a category for brainstorming resume experiences. The categories are: Work (Paid & Unpaid), Awards/Honors, Certifications, Club Involvement, Community Service, Leadership Roles, and Classes/Coursework. The circles overlap in a way that allows for cross-category brainstorming.

Cover Letter Activity

Using the information from the previous activities, fill in the blanks with the correct information to create your own cover letter.

Today's Date

Recipient First and Last Name
Company Name
Street Address
City, State Zip

Re: _____
Insert Job Title

Dear _____:
Mr./Ms. Recipient's Last Name

I am writing to express my interest in working as a(n) _____ *Insert Job Title* for your company after viewing your posting on _____. I possess the necessary skills you are seeking and would be a valuable addition to _____.
Name of Website
Insert Company Name

My experience at/with _____ *Company or Organization* has provided me the opportunity to develop the qualifications you are seeking. My responsibilities included _____
Briefly explain your role (make sure it is relevant!)

I have attached my resume for your review, and I look forward to speaking with you further regarding the position of _____. I can be contacted via phone _____ or email _____. Thank you for your time and consideration.
Insert Job Title
Insert your phone number
Insert your email

Sincerely,

Sign your name

Print your name

Reference Activity

List three individuals you would like to ask for permission to use as references.

Mr. Example	Agriculture Teacher FFA Advisor	Sunnyside High School 1982 Sun Drive Sunnyside, AZ 83505	555-555-5555	example@email.com

Since a lot of communication is done via email, let's practice writing an email to one of our references asking for permission to use them as a reference.

Subject Line: Need your help as a reference

Hello _____,
Insert recipients name

Check in on the other person with a question about his/her life; Example: How is everything going at Acme Corporation?

I am applying for a job with _____ for their _____ position
Insert company name *Insert job position*
 and want to have references ready in case I need them. Could I list you as a reference?
 It would be a big help.

If so, give me your best phone number and email address. Also, do I have your job title correct?

List the person's job title and company

NOTE: Never assume you know the person's job title and company. Always double check contact details.

Please let me know and thanks so much,

Insert your first name

Email signature