



Resume Generator Lesson Plan

Character Counts: Choosing References

Created: 12/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify ways to improve the references on their resumes.
2. Review their own resume to determine where appropriate references may come from.
3. Evaluate and provide feedback on peers' references.

TIME REQUIRED: 50 minutes

RESOURCES:

1. FFA.org
2. Each student will need a completed resume from the FFA Resume Generator, <https://resumegenerator.ffa.org/>.

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of each student's completed resume.
2. A copy of the "Choosing References" worksheet for each student.
3. A "Resume Evaluation Rubric" for each student.
4. Sticky notes.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An activity after students have completed the initial content of a resume.
2. An activity that allows for peer review and feedback.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

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-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.PG-I. Professional Growth: Ability to assume responsibility for attaining and improving upon the skills needed for career success.

AFNR Cluster Skills

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

Common Core - Writing

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core - Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core - Math Practices

- 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.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Productivity and Accountability

LESSON PLAN:

1. Introduction:

References are individuals in our lives who can speak to our character, work ethic and other traits. When it comes to choosing someone to serve as a reference, sometimes our minds blank out on who to ask. It is important that those listed are individuals who can speak to the type of work we do without bias; this means that having a family member as a reference isn't usually the best option. Teachers, coaches, and former employers are usually the best to put on our list of references; they have seen us in action and can gauge our skills compared to our peers. Today we will work through a worksheet that will aid us in choosing people in our lives who would be happy to serve as references.

Transition: Please get your updated resume for reference and grab a worksheet to work through.

2. Activity:

Fill out the worksheet and think of individuals who may be able to serve as good references for you.

After your worksheet is complete, trade your resume with a classmate and use the resume evaluation rubric to get feedback for your resume.

After you receive your resume evaluation, update your resume with the feedback you received.

3. Follow Up: On a sticky note, have students share three new things they learned today that will help them find great references to put on their resumes. Discuss their thoughts and then have them post their notes on the doorway as they leave.

4. Leveling Up: Write a note to a candidate who would be a good reference, asking them for permission to put their contact information on your resume. Give that person the note and ask for their permission.

Choosing References

Directions: Complete the worksheet to brainstorm ideas of people who would serve as good references on your resume.

1. List three names of people who have supervised you either at a job or volunteer opportunity.

2. Of those listed above, are you in contact with any? List those names below and how you may ask them to be a reference for you.

3. List the names of two to three people who have coached you in some manner. Examples: athletic coaches, church officials, extracurricular coaches.

4. Of those listed above, are you in contact with any? List those names below and how you may ask them to be a reference for you.

5. List two to three names of teachers who have made a positive impact in your life.

6. Of the teachers listed above, list ways that you may ask these teachers to be a reference for you.

7. List three individuals from this worksheet who you plan on asking to be a reference on your resume.

- 1.
- 2.
- 3.

Resume Evaluation Rubric

Criteria	4	3	2	1	Total
Format/Layout	The resume is 1-2 pages long, has consistent spacing alignment, draws attention to the content and is attractive to the reader.	The resume is 1-2 pages long but has 1-3 errors in spacing alignment and is slightly distracting to read, but still looks appropriate.	The resume is 1-2 pages long but has 4-5 errors, inconsistencies in alignment spacing, and is distracting and not appealing overall.	The resume is shorter or longer than 1-2 pages, has more than 5 inconsistencies in terms of spacing and alignment, and is not attractive to the reader.	
Style	The fonts are easy to read and consistent. Font sizes appropriately vary for headings and text (italic, bold, underline).	The fonts are mostly easy to read but have 1-2 inconsistencies. Font sizes aren't perfect but okay for headings and text (italic, bold, underline).	The fonts are difficult to read and have 3-5 inconsistencies. Font sizes are different in too many places throughout and become distracting.	The fonts are extremely difficult to read and have more than 5 inconsistencies. Font sizes are different throughout and are very distracting.	
Content	Short, "Tweet-like phrases" that allow the reader to understand past experiences and accomplishments.	Short, "Tweet-like phrases;" however, the reader is slightly unclear about past experiences and accomplishments.	Phrases are slightly too long or short and leave the reader slightly confused about past experiences and accomplishments.	Phrases are too long or too short and leave the reader very confused about past experiences and accomplishments.	
Grammar	There is accurate grammar and vocabulary, and action words are used in the proper present and past tense.	There are 1-3 errors in grammar and vocabulary. Action words are almost used in the proper present and past tense.	There are 4-5 errors in grammar and vocabulary. Action words are not used in the proper tense and become confusing.	There are more than 5 errors in grammar and vocabulary. Action words are not in the proper present and past tense.	
Mechanics	There are no errors in spelling, punctuation or capitalization.	There are 1-3 errors in spelling, punctuation or capitalization.	There are 4-5 errors in spelling, punctuation or capitalization.	There are more than 5 errors in spelling, punctuation or capitalization.	
Grand Total					

Three positive comments about the resume:

Three comments about how the resume can be improved:

Aligned to the following standards:
FFA.PG-I; CS.05; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.SL.9-10.1; CCSS.SL.9-10.6; CCSS.L.9-10.6; CCSS.MP6;